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ABSTRACT

Easily accessible publications which report procedures and results of real evaluation studies of inservice teacher education are lacking. Therefore, this collection of case studies was initiated by the Association for Teacher Education in Europe (ATEE) to provide some practical help for practitioners. The first section of the volume is a general introduction to the case studies by W. Bunder, R. Lauterbach, and P. Nentwig. This section explains the purpose of the study, the structure of the case descriptions, the course descriptions, the evaluation of the courses in terms of decisive fields, and the evaluation of the courses in terms of specific questions. The introductory section also provides a comparative survey of the cases. The six case studies in section 2 are of inservice teacher education courses evaluated in six different countries: Netherlands, Spain, England, Denmark, Austria, and Germany. The case studies all follow the same structure: a brief description of the educational system, a course description, and a two-fold approach to the study of the evaluation, consisting of a description of the evaluation according to the model used for the inservice course itself and answers to a list of questions. Findings indicate that the majority of cases initiate evaluation to improve the present course or a future version of it and that, in most cases, the evaluators are those involved in the inservice. (AMH)

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EVALUATION IN IN-SERVICE EDUCATION OF TEACHERS

A Collection of Case-Studies from 6 European Countries

Peter Nentwig (ed.)

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Foreword

The significant growth in the provision of inservice education and training of teachers in the 1980s has been accompanied by a related concern to evaluate the quality and cost-effectiveness of that provision. In this context, as the evaluation literature shows, there has been a proliferation in the approaches to the evaluation of INSET.

This project, which has been undertaken by the ATEE Inservice Working Group, provides a model for the systematic understanding and comparison of the varied forms of INSET evaluation. To illustrate the application and utility of this model a number of case studies of inservice evaluation are analysed within this framework.

I should like to thank Peter Nentwig for his major contribution as both project co-ordinator and editor. In addition I thank those members of the Working Group who provided the case studies and all other members for their lively and constructive participation.

On behalf of the Working Group I should also like to express our appreciation of the support provided throughout by the Institute for Science Education (IPN), Kiel, and finally, for the joint support of the Institute (IPN) and the Association for Teacher Education in Europe (ATEE) in producing this publication.

Kingsley Evans,
Chairman,
ATEE, Inservice Working Group

EVALUATION IN IN-SERVICE EDUCATION OF TEACHERS

A joint study of the ATEE-permanent working group on INSET

by

Wolfgang Bünder, Roland Lauterbach, Peter Wentwig

Kiel, Federal Republic of Germany

1.1. THE PURPOSE OF THE STUDY

In the past years the in-service education of teachers (INSET), often referred to as the third phase of teacher training, has gained importance almost everywhere.

Educational authorities have become more aware of the utility of continuous education for teachers, the in-service trainers have gained more professionalism in their job, and teachers have become more aware of the necessity of continuous education. Hence the systems and agencies of INSET have become more and more elaborate (see BOLAM (1); BONDER/NENTWIG (2); WICK/BEGGS (3)).

In the course of this development, an increasing need arose for the evaluation of in-service training. The authorities wanted some proof of the efficiency of their investments, the teaching agents wanted to learn about the outcome of their efforts, and course participants felt a growing need for the reflexion of their own working processes.

On the other hand a growing sensitivity on the participants' side could be observed. Many mistakes apparently had been made in the beginning of this development, causing a certain reserve or even resistance towards evaluation. Too often teachers in INSET courses have had the experience of being abused as guinea-pigs without being informed about the intentions, aims and possible side-effects of the evaluation that had been obtruded on them.

In the beginning of the development some evaluation models were adopted, which had been developed and published in the curriculum development era of the 60s and early 70s. The evaluation models suited the INSET-activities of that era, as both were conducted as educational experiments on a large scale at quite substantial financial and personal expense (see KORAG (4); SOS (5); TIPS (6)).

The large majority of everyday INSET activities, however, was hardly affected at all. Here, all those concerned with an INSET course are until today suffering from a lack of feasible small-scale evaluation procedures to help them improve their job.

"There are a lot of essays about models, strategies, and recipes for evaluation. There also are numerous attempts to develop taxonomies of evaluation. We are lacking, however, easily accessible publications which report procedures and results of real evaluation studies" (COOLEY (7) in the author's translation).

The permanent working group on INSET in the ATEE has therefore decided to initiate a collection of case studies on evaluation in in-service education of teachers to provide some help from practitioners for practitioners.

This collection invites us to have an intimate look at colleagues' efforts for evaluation in their daily routine of the in-service education of teachers.

1.2. THE STRUCTURE OF THE CASE DESCRIPTIONS

In order to avoid arbitrariness and to make the case studies compatible, a common structure has been suggested for all contributions:

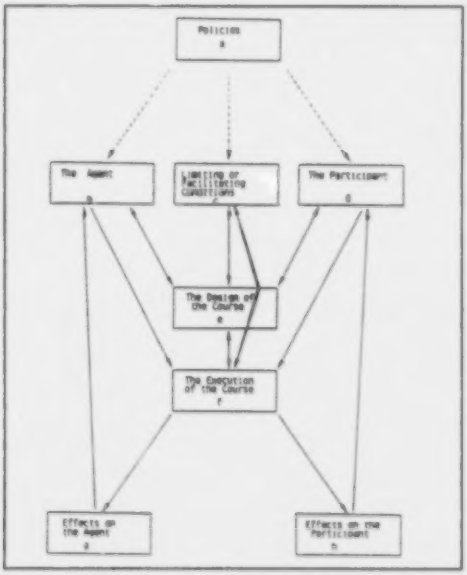
First, a very brief delineation of the educational system will allow to locate a case within the national situation. In order to study the evaluation of a course, it then appeared necessary to know about the course. Finally a two-fold approach to the study of the evaluation was asked for. It was suggested that the same descriptive model be used for the evaluation as for the course itself. Then, in a second round, a list of specified questions was to be answered.

The contributors followed these suggestions more or less closely. The cases collected are documents of the large

variety of approaches to INSET in European countries. They do not claim at all to be representative for their particular national situation. They are six examples from the reality of INSET to serve as an experiential base for some reflexion of evaluation procedures.

1.3. THE DESCRIPTION OF THE COURSES

The model depicted below is an attempt to make the INSET activities comparable.



It was developed for an evaluation of the OECD project "Innovation in In-Service Education and Training of Teachers" (see BONDER/NENTWIG (2)). It was modified after discussion in the ATEE permanent working group. The model tries to bring the determinant aspects of an INSET-course into a system of interdependencies:

a) Policies

Sometimes some information about the context of an INSET activity is necessary for better understanding, be it explicit requests of an educational authority or the unwritten rules of the trade.

b) The agent

Who is the agent/agency?
What is the agent's status, experience, qualification?
On whose behalf does the INSET activity take place?
Who finances, what is the legislative basis?
Why does the INSET activity take place?
Who has originated it, who bears which intention?

c) The Limiting or Facilitating Conditions

Where does the course take place? Which is the local context for participants?
When does it take place, how much time does it require?
How is the course equipped in terms of material and personnel?

d) The Participants

Who are the participants of the course?
What is the participants' status, how are they qualified?
Why do the participants take part?
What is their motivation, expectation, recommendation, obligation?

e) The Design of the Course

What are the contents and objectives of the course?
Who participates in defining these?

f) The Execution of the Course

What is the structure of the course?
Which media and teaching/working methods are applied?
What are both the observed and expected modes of operation and interaction for all participants, i.e. teachers and trainers?
How and why does it diverge from the design, if so?

g) Effects on the Agent

What kind of feedback is given and what are the consequences?

h) Effects on the Participants

What effects are observed on what level?

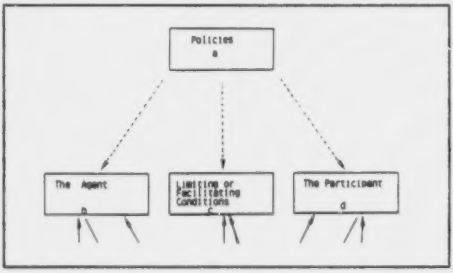
1.4. THE EVALUATION OF THE COURSES IN TERMS OF DECISIVE FIELDS

We define evaluation following STUFFLEBEAM's terms:

"Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives." (8)

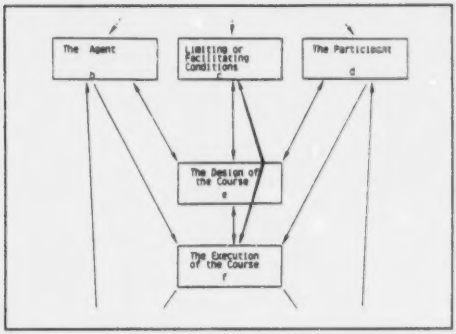
An appropriate criterion for systemizing the evaluation would thus be to examine the places where decisions have to be made.

In our model decisions have to be made at the interfaces between the described areas. Here evaluation is necessary to make decisions reliable and transparent. A few explanations:



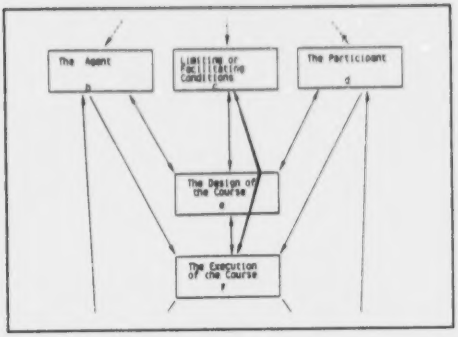
Policies influence agent, conditions and participants. This may be obvious or rather concealed. In any case, the person(s) responsible for a course ought to collect and interpret data, i.e. evaluate, where and of what sort the influence of policies is.

For the design of a course, a lot of information is necessary. Staff and participant qualifications, time budget, material conditions, etc. will have to be taken into account.

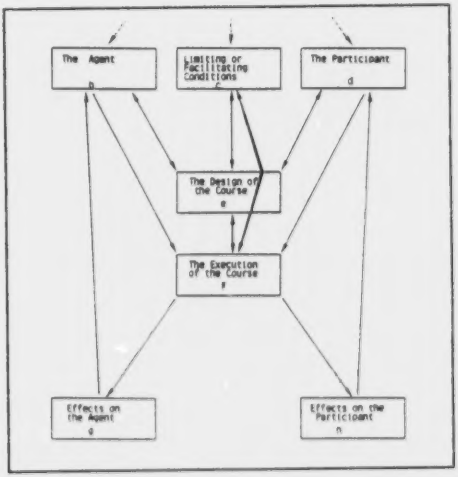


Obviously, the relationships between the categories of the model are not necessarily unidirectional e.g. the intended aims and contents of a scheduled course will demand certain facilitating conditions. Given conditions, on the other hand, will urge the agent(s) to modify the desired aims and contents - depending on which side is allowed greater influence.
Or, if during a course, for example, teaching material for a particular topic is to be produced by the participants and later tried out in class, thorough preparation of the matter is demanded of participants, as well as commitment during the testing phase. However, if one assumes that teachers are usually unwilling or unable to prepare themselves independently for a course, the design of the course must be influenced by such an assumption.

Evaluation will be necessary to gain information, in order to make the course a successful one. Course designers may proceed by subjective suppositions or on the basis of formalized data collection. In any event, an act of evaluation in the sense of Stufflebeam's definition takes place.

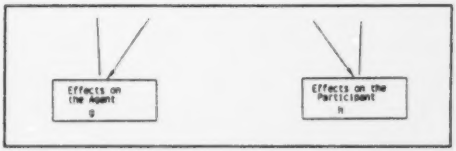


The execution of the course, the processes, that really happen, do not necessarily equal the designed processes. Any determinants, that were anticipated to influence the course, may turn out to really affect it in a totally different way.



During the course, the ongoing processes will affect both agents and participants - their motivation, behaviour, perspective... - and this in return will influence the upcoming processes. For a reflected execution of the course, again evaluation of a more or less elaborate form will be necessary.

The final decision level - and thus evaluation level - of the model concerns the effects of the INSET course.



After a course is completed, it must be decided, whether it is to be offered - and financed - again, in the same or a somehow modified version. The INSET agency will need to know, which effects the course had on the teachers or on their teaching. This area of evaluation covers what is traditionally understood as "evaluation of INSET".

On the other hand, the agency will want to investigate the teachers' reactions to the course itself - which parts can be regarded an successful and what kind of mistakes were made. This information is vital for effective planning of future courses.

As always, reality differs from the graphics of written-down models. INSET courses - and their evaluation - in most cases tend to be revolving systems with the end of one course already bearing the beginning of the next. Having this in mind, however, we believe that this model can well serve for a first approach.

The case studies should attempt to specify the evaluation efforts according to this model. In sorting them into this system, it should be possible to compare the cases and to detect strengths and weaknessess of a particular evaluation approach.

1.5. THE EVALUATION OF THE COURSES IN TERMS OF SPECIFIC QUESTIONS

Possibly not all evaluation activities may adequately be described and sorted into this scheme. Therefore a number of questions were offered for a second analytical round.

1.5.1. Who is the *evaluator?*

An external evaluator? A member of the course staff? More than one person? Amateur or professional evaluator?

1.5.2. What is the *time-budget for the evaluation?*

When does the evaluation take place - before, during, after a course? At what point(s) of a course - repeatedly, continuously?

1.5.3. What is the *evaluation methodology?*

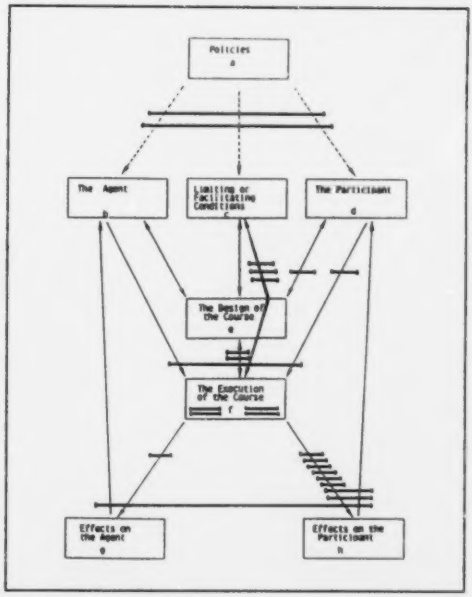
How is the evaluation conducted? What sort of techniques, instruments are applied? How much effort is invested into the evaluation in terms of money, time, manpower?

1.5.4. What is the *evaluation interest?*

Who initiates, decides, controls? Who receives, publishes, uses the evaluation data? Why does evaluation take place, with what purpose?

1.6. A COMPARATIVE SURVEY OF THE CASES

If one files the evaluation activities, reported in the contributed cases, into the suggested scheme, one finds the following distribution, with each bar representing one of the activities.



One phenomenon offers itself easily:
There is an accumulation of appearances in the classical evaluation of INSET.

Traditionally the term "evaluation" is used more or less synonymously with "assessment". A course or seminar is being held, and then the evaluator goes searching for results, be these immediate growth of knowledge or change

in attitude or be it indirect effects on the participants' teaching behaviour.

Apparently, many of the reported evaluation activities aim at this area. Methods vary between informal discussions and highly formalized questionnaires.

Looking at the intentions of the evaluators or their superiors, one finds basically three strands of motivation for the collection of information:

1) **To assess the performance of participants**
   Even though this case is hardly reported at all, its mere threatening existence must have almost traumatic effects on teachers' attitudes towards evaluation. It seems to be this kind of data-collection, which so often has discredited the whole business of evaluation. Obviously, this approach can hardly be legitimized in the eyes of those assessed, unless the course bears an award and leads to formal qualification.

2) **To aid the retrospective reflection of the course for both agents and participants**
   This is a different case of "summative" evaluation, as, at least ideally, both agents and participants are interested to look back at the course and, by reflection, retrospectively become aware of processes and their effects.

3) **To improve successive courses or consecutive parts of a course**
   Even though located at the end of a course, evaluation with this intention has to be considered "formative", as the collected information will influence the next (part of a) course. Especially when a course takes place in several consecutive parts, evaluation will be legitimized by the genuine interest of both agents and participants to improve the upcoming processes.

With these distinctions in mind, the lump in the lower right corner of the graph dissolves and the emphasis shifts towards the middle.

There we find a large portion of formative procedures for process evaluation. Again with a variety of techniques, evaluation here is meant to control and improve ongoing processes. We find agents as well as participants respon-

sible for the evaluation and for the decisions that are drawn from the collected data.

As the data here mostly serve only immediate purposes, they are often not recorded. This apparently makes these procedures more acceptable for participants, because thus the data are safe from being abused. On the other hand this sort of "soft" or "short range" evaluation is in constant danger of not being accepted as a serious enterprise, unless it leads to notable consequences in the conduct of the course.

Obviously, evaluation also takes place in the planning phases of INSET courses. A number of prerequisites are inspected, needs and necessities are examined, policies are considered. The discussions during the production of this study have proved, however, that most of the evaluation in this area is done rather intuitively. Most of the contributors realized during the discussion of their cases, how much more evaluative work they had invested than they had explicitly been aware of. This again indicates, how much the conceptions of evaluation are being dominated by rather traditional "assessment" approaches.

Looking at the distribution of evaluative measures once more, one will note that far less evaluation is reported from the agents' side of the graph than from the participants'. Obviously, when the responsibility for the conduct of an INSET-course is with the agent, this will influence the angle and direction of view in all evaluative considerations. Indeed, it in those courses with less hierarchical organization and more learner-participation, where an evaluation of the agents' contribution to a course takes place.

A final glance ought to be given to the specific questions, mentioned on page 12.

Who is the evaluator?

With few exceptions of professional evaluators from outside being consulted, agents and participants do most of the evaluating themselves, depending on the evaluation interest. The more "democratically" a course is organized, the more the participants are involved with the evaluation also. The more "assessive" the evaluation is intended, the more likely it is the sole responsibilty of the agents.

What is the time-budget?

Although this varies considerably, in the majority of cases there is a small amount of time devoted to evaluation, approximately 1/2-hour-per-day as a modal value. In the sense of everyday-evaluation this appears to be a feasible amount.

What are the evaluation methods?

The reported cases contain the whole variety between professionally made, sophisticated questionnaires, self-made interview-guides and informal coffee-chats. In most cases the chosen methods seem to be adequate for the intended purposes. However, some more professional expertise would be helpful for the development and implementation of suitable instruments.

What is the evaluation interest?

In the majority of the cases, the evaluation measures are undertaken for the improvement of either the present course or a future version of it. Obviously there was little resistance on the participants' side to give away data, when the underlying interest of the evaluator was clearly known. This seems to be a very crucial point for the acceptability of evaluation.

1.7. REFERENCES AND FURTHER READING

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EXPERIENCES WITH INSERVICE COURSES: EVALUATION

by
Dora E. Dolle-Willemsen,
Leiden
Herman H.L. Boeije,
Groningen, The Netherlands

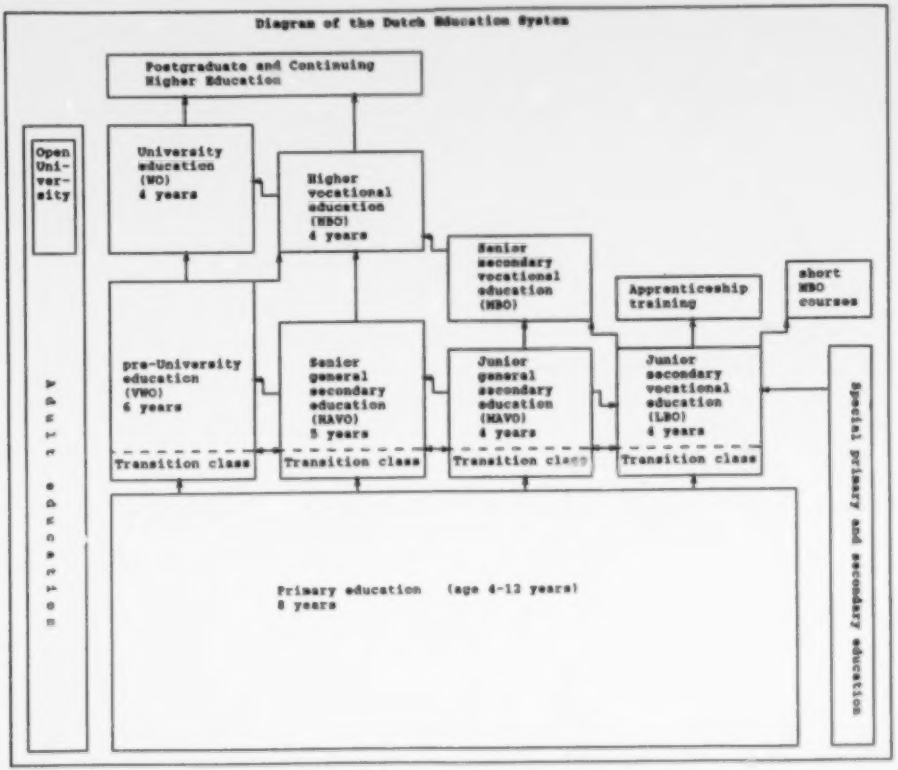


Diagram of the Dutch Education System
Postgraduate and Continuing Higher Education
Open University
University education (WO) 4 years
Higher vocational education (HBO) 4 years
Senior secondary vocational education (MBO)
Apprenticeship training
short MBO courses
pre-University education (VWO) 6 years
Senior general secondary education (HAVO) 5 years
Junior general secondary education (HAVO) 4 years
Junior secondary vocational education (LBO) 4 years
Special primary and secondary education
Transition class
Transition class
Transition class
Transition class
Primary education (age 4-12 years) 8 years
Adult education

The courses described in this section were designed and carried out for the teachers operating within preuniversity education (VWO), senior general secondary education (HAVO), and junior secondary education (MAVO). University inservice courses are usually attended by teachers of the first two categories. Elementary secondary education (transition classes) and junior secondary education teachers have their own inservice teacher education courses in seperate institutes (NLO's). For an outline of the (admittedly quite complex) Dutch educational system, see below.

INSET courses are designed and carried out under the auspices of both universities and NLO's.; the initiatives for their development come from teacher educators, sometimes in cooperation with teachers in the region.

The inservice courses for nursery education (age 4-6+) and primary education (age 6-12+) became an exception when the previously separate schools were combined in the "basis-school". All nursery school teachers were required to take inservice courses; upon completion of the courses, they were qualified to teach any grade in the primary educational system. This was a massive operation, involving teachers from 14.000 schools. This inservice operation was financed by the Ministry of Education and was carried out by about 400 teacher trainers in 66 colleges of education.

The INSET courses emanating from universities are comparable to other post-university (that is, following the completion of the doctoral degree) courses (PAO's) and are considered to be their equals. A body responsible for the preparation of PAO's in the area of the social sciences functions as an intermediary between the various social science departments and the Ministry of Education; its mandate includes the preparation of INSET courses in social studies/political education, as well as courses covering specialisms in sociology, psychology and so forth.

The Ministry of Education makes a distinction between activities which are bound by governmental contract (overheidscontractgebonden, OCA) and those bound by a "field" contract (veldcontractgebonden, VCA).

VCA means in practice that the initiative for In-Service courses, the themes chosen and the means employed, are products of the same institutes which are providing preservice education. Participants are individual secondary school teachers, who are completely free to attend the course or not. It is up to the institute to see that its class rolls are filled.

In the case of OCA's, teaching teams can submit requests for In-Service courses. The Ministry of Education determines priorities, and chooses themes such as school management and breaking down role stereotypes by means of education. The specific details of how the courses are to be filled in are left to the institutes and the teaching teams.

2. DESCRIPTION OF THE COURSE

a) Policies

A thematic group (vakgroep) within a (sub)department takes the initiative for a course. A course is developed, described, and provided with a proposed budget. Costs must be kept to a minimum (a much-used term is "budget-neutraal", - that is, it should cost nothing!). Guest speakers receive a modest honorarium, which is credited to their departmental "vakgroep" if the speaker is employed by a university.

If the preservice education staff prepare an inservice course, the money received is credited to their departmental budget. In other words, the designing and giving of inservice courses (involving, of course, extra preparation time as well as evening classes) is considered to be part of the teacher educator's job, and not an "extra". Up till now, however, it has in fact been a job on top of a job; there has been no lightening of the normal teaching or researching load to compensate for it.

The inservice courses are entirely the responsibility of the "agents" - the teacher educators who organize them. Neither the Ministry of Education nor the PAO organ control the quality of the content provided. Their only task is to determine national priorities and avoid duplication.

The official allocation of a course by the Ministry of Education means that funding for the course is made available to the University; the university passes the money on to the department, and finally, the department passes it on to the thematic group. The final settlement of financial matters can take a very long time.

Beginning in 1986/1987, the allocation of inservice courses will no longer take place via the PAO organs. The universities are to receive a lump sum, based on the number of INSET courses which were given in 1984/1985 and 1985/1986.

In addition to the PAO organs, which cover all forms of post-university courses, there is a Consultative Commission for Inservice Education (Overleggroep Uitvoering Nascholing, OGUNA) which promotes much-needed communication and coordination among the PAO organs.

This new arrangement will have an adverse effect upon inservice teacher training. The inservice course offerings of the universities were going through a building-up period, which was taking place in far from ideal conditions. The distribution of courses which has been set by the Ministry freezes the status quo at a most inauspicious moment in time, and allows virtually no scope for increasing the role of the universities in inservice training.

In 1989 the commission OGUNA has been abandoned, and the Ministry of Edcuation has taken over the organization of financing the courses. In the future the money will be earmarked for the schools directly.

b) The Agent

In the Faculty of Medicine of the Leiden University exits a Committee which organizes postgraduate courses. This Committee is called the Boerhaave Committee, after the famous Dutch Physician, who lived from 1668 till 1738.
One of the courses, the Boerhaave Committee has organized during the last five years, is a course for high school and secondary school teachers on the subject of sexual education.
This course is organized in cooperation with the Committee for Postgraduate Education in Natural Sciences, the Interdisciplinary Department for Teacher Training of the Leiden University and the Rutgers Foundation, which operates in the field of the provision of sexual information and other sources, such as contraceptive advice and clinical help.

c) The design of the course

We start with an introduction, in which we try to make clear the difference between advicing about sexuality and sexual education.
Giving sexual information is bound to giving information concerning the biological and technical aspects of sexuality such as sex differences, pregnancy and contraceptives.
Sexual education is more than that and has to do with

- learning to live with and accept your own sexuality and the sexuality of other people;
- learning that sexual education is a life long process.

The goals of the course:

- Making a connection between your own thoughts and feelings about sexuality, the way it is experienced now and the way it was experienced in your youth.
- Interchanging these experiences and, based on these interchanges, developing and elaborating new ideas and plans.
- Becoming aware of your own norms and values and their concommitant borders in the field of sexual education.

- Broadening the capacity of accepting the norms and values of others and identifying one's own borders in this area as well as the possibility of shifting these borders.

- Allowing teachers to realise that young people have a sexual identity of their own. Their sexuality is not a preliminary phase or a derivation of adult sexuality.

- Transmit what was learned and experienced during the course to your own practical teaching situations.

During the first day of the course a conciousness-raising-process is set into motion, aimed at illuminating the teacher's own norm-and-value-patterns which underly his or her thinking about sexuality.
Empathizing and coming to terms with a teacher's own school related experiences and those of others in the field of sexuality and personal relationships is an important aid in arriving at this goal of enhanced consciousness.
As a result reflection takes place upon a teacher's own didactic teaching-behaviour in the field of sexual education in particular, as well as his or her didactic behaviour in general.

For that purpose we developed some exercises.

We start with an acquaintance play which makes one involved with each other, followed by an introduction about sexual education.
After lunch we have a meeting in small groups in which we talk with each other in a very structured way about incidents the teachers had with pupils and how to manage these incidents.
Then we have the so called caroussel play in which participants can discover their own borders and those of others in talking about sexuality. They also discover that these borders can shift.
In the evening we show a movie, made by young people aged 15-20, which shows the sexual behaviour at that age.

The second day of the course is devoted to the different ways in which adults and young people experience sexuality and the expectations young people have with respect to sexual education.
We start with an intensive discussion of the difference between facts and knowledge on one hand and opinions which act upon behaviour on the other hand.
We continue with a very clarifying exercise in which we ask to make two drawings. One about how you felt about sexual-

ity when you were about 14 years old and one at this age. The discussions that follow are sometimes very moving but they always clear up the mind.
After lunch we have planned two short lectures in which teachers with a lot of experience in sexual education tell about all their trial and error.

This is followed by what is proved to be the apotheosis of the first two days of the course. At that very moment a group of secondary school students enters. They walk through the room and form a forum in front of all the teachers. They take over the chair and they invite the audience to ask questions about sexuality and sexual education.
What then happens is a relevation for most of the teachers and students.

The third day of the course is held several months after the first two days.
During that day we talk about the experiences the participants have had since the first two days, related to what they have learned in these first two days.
We also pay attention to transposing the findings of the previous part of the course to the actual class and school situation. This is done by considering problems connected with innovation and the development of a project on sexual education.

d) The execution of the course

It took us one year to develop the programme and test it before the official announcement of the course. Every given course is thoroughly evaluated, so the programme, if necessary, can be adjusted and adapted to the learning needs of the participants.

The evaluation begins at the plenary session at the end of the second day. One of the course leaders asks all of the participants to say in a single sentence or word what aspect of this course he/she thought was valuable and useful for the daily practice. Following this plenary discussion of the positive aspects of the course, the participants have the opportunity to write down which aspects of the course they found to be poor or bad.

The idea underlying this approach is that the participants, feeling themselves supported and strengthened by the positive reaction of their colleagues and themselves are able

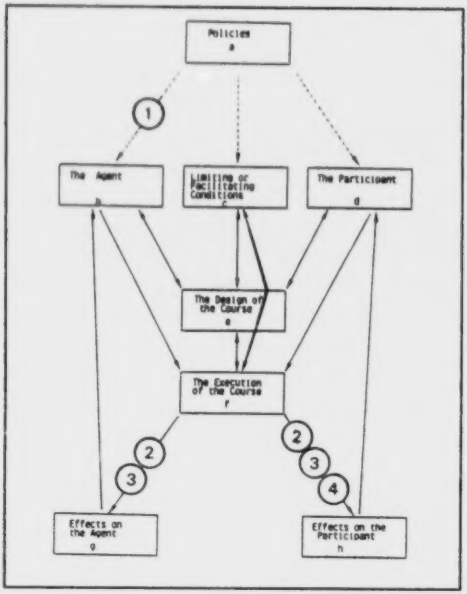
once more to enter into the gray of daily teaching practice.

The data obtained from the course questionnaire are completed on a purely voluntary basis, with no form of remuneration whatsoever, by one of the course leaders.

About four weeks preceding the course's evaluation day (third day), the entire leadership team (6 people) meet to evaluate these data (an interval evaluation) and to reach conclusions about the consequences for the evaluation day.

Till now there have been more than 650 participants. We may truly say that not only the course programme and the course leaders are evaluated many times, but there also has taken place an evolution in our didactic possibilities and our thinking about sexuality and ourselves. Postgraduate courses are not only valuable for the participants, but for the trainers as well.

3. EVALUATION



(1) The Ministery of Education determines priorities for INSET contents on a national level.

(2) Open discussion at the end of the second day.

(3) Questionnaire after the second day of the course.

(4) Evaluation day several months after the course, evaluating how course contents could be transferred into classroom routine.

Characteristics of change: Effects on the agents and the participants.

Twelve in-service training courses on sexual education in secondary education, gaining practical experience and evaluating the work done. A unique chance for in-service participants to test out their ideas and broaden their view

on the practice of teaching through the practical work of the in-service training. Twelve times of planning, preparing, implementing and evaluating make it obvious to the participants that the process of curriculum development and implementation is not a finite one. Through trial and error, and with the help of both the agents and the participants we now have at our disposal a more or less crystalized curriculum in which experimental learning has become an active teaching method.

The following conception of evaluation is the point of departure in this working method: The gatering and interpretation of all kinds of factors which play a role in the educational learning process of the teacher, aimed at the informed making of further decisions with respect to the way he functions and the actions he takes both in his own training program and in the daily, practical school situation.

An example of this approach is the following exercise making use of the topic "the introduction of sexual education in the school". This exercise is carried out on the evaluation day.

The introduction exercise of the evaluation day on the topic sexual education in school:

5 to 10 minutes:
"Getting to know one another (insofar as is necessary; participants may already have met on other course days).

10 minutes:
"Explain what the aim and the organization of this exercise is.

15 minutes:
"Brainstorm stage (1st stage)
"In this phase of the exercise, everyone says (and reacts to what everyone else says) what he/she thinks, should be done with sexual education in the school, without considering whether the proposals are possible or impossible
"Goal: gaining confidence in one's own way of thinking.

10 minutes:
"In groups of two, explain clearly to one another which element of those which have emerized in the first brain-storm stage each of you want to achieve; and when you believe it to have been achieved (2nd stage).
"Goal: learning how to make clear to yourself and to others what you want, stated in terms which are as concrete as possible.
"Gaining an insight into planning your time.

2 x 5 minutes:
"How do you think you can achieve the goal you have described above? Which method, what support is needed? (in pairs, 3nd stage).
"Goal: Gaining insight limiting conditions, learning to deal with difficulties, the stimulation of creativity.

2 x 5 minutes:
"(in pairs) Taking the first step.
"What exactly are you going to do? Formulate in terms which are as concrete as possible (for example, a discussion with the head master; 4th stage).
"Goal: Making sure that you can stick to the main goal, and not get lost in a wealth of detail.

15 minutes:
"In a plenary session, an exchange of the information discussed in the two-person groups.

BREAK

30 minutes:
"Deal with problems/questions which have emerged in the paired discussion and in the ensuing plenary discussion.

2 x 15 minutes:
"a) evaluation, making use of a "round" what has been worthwhile. Why or why not? What have you learned?
"What went well with this exercise?
"Goal: Being able to recognize one's own successes.
"Gaining insight into how the organization functions.
"b) Reaching conclusions on the basis of the "WHY" above. What should be done differently, which step shall I take now, what must chance in order to achieve this, etc.

Evaluation round

15 minutes:
"Make a learner report in which is included these elements which were not thought to be worthwhile, or which didn't go well (stage 5)"
"Via stage 5, a return is make to stage 1, but then at a higher level of this spiral-like development. Therefore: look once more at what you want to achieve and how you think you can accomplish it.

"General points which may play important role in the strategy.
'to enhance self-confidence of one's own possibilities.
'experimentation: making mistakes is better then doing nothing."

"Goal:
'gaining insight into one's own functioning
'making advantages and disadvantages explicit for each stage'
'continually make it clear to yourself why you have chosen to take this particular step
'when you are stuck for answers, it is important that you have someone you can talk to.

Agents and participants form a team; during the course they experience a process of learning and working in which their experiences in interaction with cognitive learning become teaching material. Learning is no longer a depositary process; the old teacher-pupil relation is abandoned. In this process of continuous education and emancipatory teaching the learner himself is responsible for his learning process.

The agent can never be the one who knows it all. Agents and participants learn from each other. Experiences from the social and the work situation especially serve as starting-points for specific learning processes.

The teaching method used in this course aims at increasing the participants perception of role patterns and the awareness and clarification of their own sex-role behaviour. Through group processes the course work towards an individual emancipation of the learner. In this consciousness-raising process, the training situation is related to one's own work and social situation.

The participants get used to the idea that they themselves have had "unique" experiences, not only through their work at school in the classroom, but also by means of intermediary learning (study material, books, newspapers, and other media). They realize that they do have ideas and knowledge of their own concerning the theme of the course

"Sexual education" and the related question: "How do I introduce this theme at school?".

During the training they learn to deal creatively with their own learning potential and that of others. From a renewed perspective they develop new concepts, knowledge and new ways to act. By comparing their own experiences to the experiences of others, they formulate hypotheses about the background of the similarities and differences of these experiences.

On the basis of these hypotheses they formulate the questions using their own potential of orientating ideas (information found themselves or information acquired during the course). The acknowledging, clarifying, evaluating, asking critical questions, drawing conclusions, collectively searching for and finding problem solving strategies, lead to a modifies, but also modifying behaviour in the daily practice of teaching. The participant will discover other ways to deal with the pupils, the subject matter, with himself, and his colleagues. On the evaluation day we play into this modified behaviour by means of collectively designing concrete problem-solving strategies and exercising those strategies intensively.

Effects on the secondary school students.

Experience has shown it both useful and pedagogically and didactically sound to devote a great deal of time and energy to preparation and planning. It appears that for various divergent reasons students have difficulties trusting themselves as individuals, or as a group, to approach a teacher. Students are wary of revealing something about themselves to others in the taboo-filled and threatening area of sex.

They are convinced of their ignorance and doubt that adults are truly willing to listen to them. The students are engaged in a serious struggle with the question what the

reactions of those at home and in school will be to their reports of what they said and did in this strange "sex-course".

They find it difficult to get used to the idea that a teacher, with a university education devoted at least in part to the topic, can learn something from them about sexual education. Likewise, they can not envisage his/her being willing to tackle together with them the problem of how to approach the topic in the classroom.

In the introduction exercises they look for explanations and an explication of the "unschoollike" concepts of sexuality and sexual education, drawing upon their own subjective theories. Their approach to the problem is more emotional than cognitive. It seems clear that for these individuals heading toward young adulthood the complex of experiences surrounding sexuality is more then simple a biological process.

Their primary concern is exploring ways of dealing with negative and positive experiences with respect to getting to know each other. Being able to interpret and live positively with their own sexuality and that of others is a central element in their emotional world.

Notes

1) A detailed description of the course is to be found in (Dolle, D. et al 1985): Sexual education as a topic in in-service training. S.V.O. select 1985. Nieuwe trends in opleiding onderwijs en beleid.

2) A description of the evaluation procedure is to be found in: Dolle, D., Maier, B., Regt, W., Schraag, J., Manual Boerhaave Commissie voor Postacademisch onderwijs in de geneeskunde.
Sexuele vorming in het voortgezet onderwijs in Leiden and in Dolle, D., Schraag, J., 1986. - Students and teachers work together in a inservice training course on the topic Sexual education. In: Teacher education 2, Voorbach, J.T., Prick, L.G.M. eds. S.V.O.-ATEE.

Appendix

FINAL EVALUATION FORM FOR IN-SERVICE COURSES

I you wish to do so, you may fill in your name here. If you do not wish to do so, you can fill in this form anonymously.

Name: _____

Would you please fill in this form as completely as possible by placing an X in the box of your choice.

1. Working as a first/second/third level teacher in

   _____(subject) yes/no

   other_____

2. The advance information about what the training course would involve was

   sufficient |_|_|_|_|_| too little information

3. The information provided during the training course was

   too much |_|_|_|_|_| too little

4. The training in skills during the training course was

   good |_|_|_|_|_| insufficient

5. The course materials support the training

   well |_|_|_|_|_| poorly

6. The relationship between theory formation and practical exercises in this training course was

   correct |_|_|_|_|_| incorrect

7. As fas as I am concerned the content of the training course contributes to fulfilling the goal of the training course

   true |_|_|_|_|_|_| untrue

8. As far as I am concerned the working methods employed in the course contribute to the fulfilment of the course goal.

   true |_|_|_|_|_|_| untrue

9. The pace of the course was

   too quick |_|_|_|_|_|_| too slow

10. I consider that what the course had to offer was in practical school situations

    useful |_|_|_|_|_|_| not useful

11. There were sufficient possibilities for course participants to make their own contributions.

    true |_|_|_|_|_|_| untrue

12. What aspect did you consider to be missing in the course

    _____
    _____
    _____

13. Which parts of the course do you consider to be unnecessary or redundant?

    _____
    _____
    _____

14. What suggestions do you have for this course if it is repeated?

    a) _____
    b) _____
    c) _____

15. What suggestions do you have for a follow-up of this course?

a) _____
b) _____
c) _____

16. My opinion about the topic dealt with in the course ____
_____

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____
_____

17. My opinion about the topic dealth with in the course ____
_____

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____
_____

18. My opinion about the topic dealth with in the course ____
_____

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____
_____

19. My opinion about the topic dealth with in the course ___

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____

20. My opinion about the topic dealth with in the course ___

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____

21. My opinion about the topic dealth with in the course ___

instructive informative	|_|_|_|_|_|	not instructive not informative
fascinating	|_|_|_|_|_|	dull
useful	|_|_|_|_|_|	not useful
good teaching method	|_|_|_|_|_|	poor teaching method

Other comments: _____

22. Which aspect of the training course would you like to concentrate upon at school in the near future?

_____
_____
_____

23. What resolutions have you made with respect to your own behavior in your dealings with our students (if applicable)?

_____
_____
_____

24. What suggestions do you have for a possible one day refresher-course?

a) _____
b) _____
c) _____
d) _____

25. The time available for contact among group participants, with the exception of lecture time and group tasks, in my opinion was

enough |_|_|_|_|_| not enough

26. In my opinion, the following improvements/changes in the planning and organization could be made (for example, days chosen, usefulness, mealtime, etc.):

_____
_____
_____

27. Any other comments:

_____
_____
_____

F.O.P.I.

The Program of Institutional In-Service Teacher Training

by
Marta Dunach, Maria D. Macarulla, Maria A. Subirats,
Barcelona, Spain

1. OUTLINE OF THE EDUCATIONAL SYSTEM

1.1. The System of Education in Catalonia

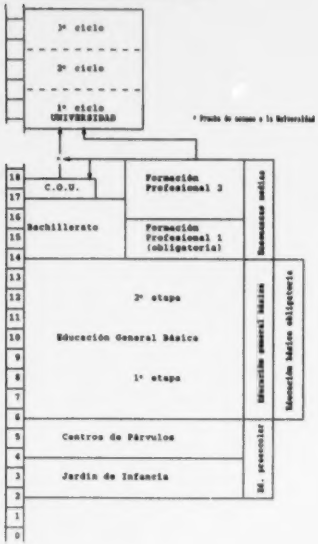
The present system of education is regulated by the Law of General Education and Financing of the Reform of Education dated August the 4th, 1970, which has been developed later through Decres and Orders.

The levels of education established by this Law are the following: Preschool, Educacion General Basica (Primary), Baccalaureate (Secondary), Vocational Education, Professional Education and Universitary Learning. Other specific types of teaching are also considered, such as Special Education and Further Education for Adults. Two of these kinds of teaching are compulsory: Educacion General Basica (Primary) and Professional Education for the students that do not follow the Baccalaureate.

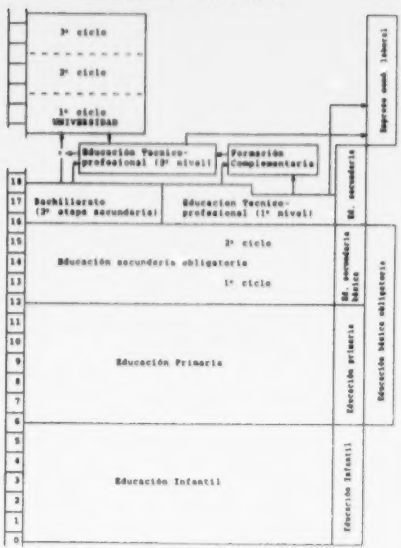
Specialized teaching also exists which, due to its peculiarities and characteristics, is not integrated in the levels, cycles or degrees that constitute the common regime.

Presently a Reform Plan is being experimented for the superior cycle of Educacion General Basica (Primary) and of the Secondary Teaching, that vertebrates a common trunk of studies extending compulsory basic education to the age of 16. This proposal also includes the regularization of the cycle from 0 to 6 years old. It is to begin for the 1990-91 academic year.

SISTEMA EDUCATIVO ACTUAL



SISTEMA EDUCATIVO: NUEVA PROPUESTA



The teacher training system

As to what concerns their initial training, Ensenanza General Basica (Primary) teachers come from Teacher Training Universitary College, where they take courses for three years (Normal Schools).

- Secondary and professional teachers graduate after a five-year-long course at the University. It is necessary to follow a Pedagogical Attitude course in order to obtain a masters degree (CAP). This CAP is composed of 20 hours of practice and 50 of psychopedagogical theory. The further education of the teachers is performed in Catalonia in various ways.

- Institutional plans organized and subsidized directly by the government (FOPI, Special Catalan courses, Plan of Foreign languages, Courses for teachers in Kindergarten, and so on...)

- General Formation Activities (courses, seminars) concerning specific learning, exchange of experiences, means and techniques, etc. are being organized in a non centralized way, with the cooperation or City Halls, Teachers organizations, Science Education Institutes, Professional Colleges, and so on...

- Specialization courses, post-graduate courses, in such matters as: music, gymnastics, logopedia, therapeutical pedagogy, and so on...

- Other activities organized by private institutions.

As a matter of interest, we would like to add that, according to the Teaching Department of the Generalitat of Catalonia, 80% of the active teachers are aged 30 to 35, and that the outlook for the future students of the teaching profession, as regard to the demographical growth, reaches about 6%. With this we would like to outline the great importance, as it is happening in most EEC countries, of the permanent education of the teachers.

2. DESCRIPTION OF THE COURSE

The agent

FOPI is a program of permanent education for the teachers in a geographically defined area, aimed at provoking a strategy of change in the different schools and is linked to the initial training of the students of the Teacher profession.
It is promoted and subsidized by the Generalitat of Catalonia.

The lines of the program can be set forward with the following points:

- The establishment of constructive personal relations and the personal and institutional communication, these being the basical elements required to obtain a pedagogical up-dating of teaching centres.

- The necessity of beginning from the actual reality in the schools of a defined area. The idea is to promote the progress of the people and of the institutions starting by a revision and valoration of the real work performed by the teachers and the situation of the schools, so as to get to new criteria and ways of acting.

- The implication of all the institutions concerned: from the very EGB (Primary) schools and the teachers training colleges, to the city hall government administration, the inspection, the institutes of Teaching Sciences, etc.

The General Objectives

We can outline two basic objectives:

- To impel and to establish a methodology of the training based on reality and placed in an institutional setting that outreaches individualism.

- To link this methodology with the initial training of the students of the teaching profession.

The program implies a concept of school that is considered defined in its basic characteristics in the 26 items of the QUAFE 80 questionnaire. These characteristics consider the possibility that each school might have concrete specifications according to their personal, material and social reality. The questionnaire gathers the 26 items into two

great groups: Education Project, and Structure and Functioning.

The limiting or facilitating conditions

The program defines the different levels of performance that have to be met, in relation to further education. Once the general objectives of the program have been established, the different levels that will have to be paid a special attention are delimited.

- Responsible seminary-leaders and coordinators (profile, acting style, exchanges,...)
- Generalized incidence in the various centres (transference channels, ways of performing work, evaluation,...)
- Incidence on the pupils (results of the transfer, samples sets,...)
- Improvement of the students of professional teaching training (diligence, comparison with other types, follow through,...)
- Infrastructure (premises where it will be performed: generally schools, material and photocopies, etc...)
- Budget: As already mentioned, the Generalitat of Catalonia has been charged with it.

The design of the program

We can distinguish three steps in the organization of FOPI: *pre-FOPI*: This is the initial stage of sensibilization and *in situ* former organization of the program. It usually takes one course. The necessary contracts with the various institutions of the area being formalized so as to estimate the feasibility and the degree of acceptance among the implied schools.

In some cases preparation seminars, that coordinate the cycle, are performed to set up the future structure.

The FOPI itself: It takes two full courses. Three different types of seminars take place:

- Seminars dedicated to management and organization of the centres: it is dedicated to managers and staff that will perform management tasks.

- Seminars dedicated to the operation of the different cycles established in the compulsory period (initial, middle, superior, special education).

- Seminars dedicated to basic subjects of the compulsory curriculum (language, mathematics, science, social sciences).

With the exception of the management seminar, each program offers several other seminars, that give the opportunity to a large number of teachers to attend (between 25 to 30% of the total of the implied schools - usually 20 centres).

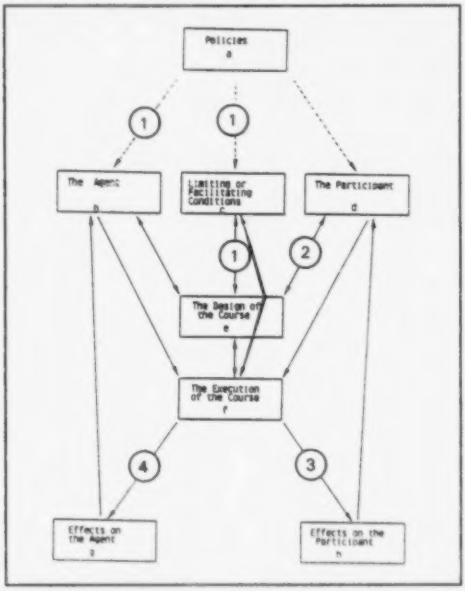
Teachers attend three-hour-seminars once a week, during teaching time periods. These teachers are chosen by their colleagues and take upon themselves the responsibility to transmit to the centre the contents and the work performed in the seminars they attend.

The teachers rely on the cooperation with the students of the school of teachers, that substitute them in class while they attend the seminars. This implies a tutorial task offered to the trainee by the teachers, and also a close coordination with the teacher-tutors of the School of Teaching.

post-FOPI: The continuation of FOPI is lengthened for one or two years, in order to determine the practical tasks that have to be performed in the different work ambits. Seminars now take place outside teaching time.

3. THE EVALUATION OF THE PROGRAM

This is a subject that needs to be approached in great depth. The model used up to now only draws together some of the aspects to be evaluated.



(1) Cultural policies of governmental authorities determine the fundamentals of the course, including the teaching personnell.

(2) The specific design of each course, however, is negotiated between participants, agents and the political authority.

(3) Immediate behavioural effects (increased use of Catalan language) can be observed.

(4) The agents use informal information from the course for the modification of subsequent runs.

We destinguish three steps of evaluation:

a) Diagnostic evaluation

Once the Department of Education has decided the territorial location of a Plan FOPI, what we call "Previous Diagnostic Phase" begins. This means that the local situation is evaluated. It implies the following:

- Description of the schools general setting in the area
  * schools/teachers/students/ratio
  * school appurtenance (equipment)
  * teachers stability in the centre
  * degree of Catalanization
  * etc.

- Analysis of each centre, thanks to the QUAFE 80 questionnaire

- Detection of the teachers' lack of training
  Analysis of the activities of further education carried out during the last two years in the area (courses, seminars, workgroups and workshops); participation of the different schools. Petitions made by the teachers (opinions expressed and initial in-sights by the schools and among their teachers; see Appendix I).

The local Institutions (City Hall, CRP, Teachers Movement), the Inspection and the ICE take part in this diagnostic evaluation.

b) Formative and additive evaluation for the two years of operation of the FOPI (see Appendices II-V).

c) Delayed Follow through / or introductory evaluation

Its objective is to evaluate the real incidence of the FOPI in the schools one year after the end of the plan. In this way, the tools specified in the QUAFE 80 are going to be used again and the results are going to be compared.

WHO evaluates	WHEN does the evaluation take place
The coordinators	end of the 1st. year FORMATIVE EVALUATION end of the 2nd. year ADDITIVE EVALUATION
The teachers being formed	end of the 1st. year FORMATIVE EVALUATION end of 2nd. year ADDITIVE EVALUATION
The trainee students	end of the 1st. year FORMATIVE/ADDTIVE EVALUATION
The Institutions: Schools IME ICE Inspection School of Teachers	1st. Quarter 1987 INITIAL EVALUATION FORMATIVE EVALUATION ADDITIVE EVALUATION DELAYED FOLLOW THROUGH/ OR INTRODUCTORY EVALUATION

WHAT is being evaluated	HOW is the evaluation carried out (instruments)
Operation of the seminar	Report - summary Questionnaires
Operation of the FOPI general plan	Minutes of proceedings
Program of the seminar The trainee students Transfer of the cycle Methodology of the session Personal improvement	Questionnaires Evaluation sessions in the seminars Personal interviews
Training operation	Questionnaires
Supervision / teacher / school of teachers	Personal interviews
Program of the seminars Operation of the seminars General operation of the FOPI Transfer and implication of the schools Training practice	Teaching staff meetings Questionnaires Reports

Appendix I

MOTIVATION FOR A PERMANENT TRAINING PLAN

The questionnaire intends to measure the motivation of the participants starting from their autonomous decision to participate in the FOPI Plan, and the perception of the interest of the Seminar by the teacher.

1. Into which of the following situations does the decision to have a Seminar for permanent training fit better?

a) Decision exclusively mine.

b) Preferably mine, but I have considered the pressures set upon by school colleagues, the inspector, etc.

c) Preferably due to the pressures set upon by school colleagues, the inspector, etc., even though my own convictions have also been taken into account.

d) Decision conveyed by the pressures set forth by my social background.

2. Do you consider that, if this training course takes place, your task as a teacher will be improved

a) very much b) quite a lot c) not so much d) little

3. Once the decision taken, do you think the effort and the time you'll have to dedicate is worthwhile?

a) very much b) quite a lot c) not so much d) little

4. Do you consider that the students in your class will benefit from the fact that you are taking this seminar under FOPI setting?

a) very much b) quite a lot c) not so much d) little

5. List three aspects that you may consider positive and three negative ones of the outline of the Plan

Positive	Negative
1.	1.
2.	2.
3.	3.

Appendix II

PROCESS EVALUATION OF THE TEACHERS PARTICIPATING AT THE END OF THE FIRST YEAR OF THE FOPI

Seminar .....

School where I work .....

Place .....

1. Attendance

I have been to all the sessions ( )
I missed some of them ( )
I missed a lot of them ( )

2. Criteria for Participation in the course

Personal request of the cycle ( )
The choice of the cycle was based on the school needs ( )
Others ( ) (Specify)
.....

3. Are you pleased to attend the course?

( ) yes ( ) no

Explain why?
.....

4. How do you value the work performed referring to:

	very good	good	average	poor	what would you change or add?
TARGETS	( )	( )	( )	( )	
SUBJECTS	( )	( )	( )	( )	
SUPPLIES	( )	( )	( )	( )	
METHODOLOGY	( )	( )	( )	( )	
OUTSIDE COOPERATION	( )	( )	( )	( )	
GOING OUTS	( )	( )	( )	( )	

5. Value of the coordination (Sessions preparation, dynamics, bringing in new elements, etc.):

.....

6. How do you value your own participation?

.....

7. How do you value the group-dynamics?

.....

8. Have you applied to your work what you learnt in the course?

yes ( ) no ( )

what things why

9. Have you shared with your cycle or departement collegues what you learnt in the course or seminar?

- Explain how you have transmitted the know how (information, meetings, joint reflexions ...)

.....

- Difficulties met:

.....

- Possibility that this transfer could be achieved in your school:

.....

- Proposals that will improve the transfer:

.....

Appendix III

FINAL ADDITIVE EVALUATION CARRIED OUT IN THE MANAGEMENT SEMINAR

The fundamental objective of this course was "to reach a real knowledge of the school centres as to what effects the Democratic Management, and to prepare Education Projects, keeping in mind the actual reality and the different steps to be taken, at different levels and under different responsibilities of Teachers, Parents, Students and Non-Teaching Staff."

1. Do you believe that the activities performed during the course have adequately helped to reach the mentioned aim?

very well ( ) well enough ( ) average ( ) little ( )

What change do you propose so that it works better in future?

2. Has the didactical methodology used by the teachers been appropiate? That is so say, has it been coherent with the general aims of attendance, activities, etc. of this course?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What would you change?

3. During a management course many different themes can be studied; with the time you have had, do you think that the selection of subject matter and themes treated has been the most appropiate?

What change would you propose thinking about the future?

4. Do you consider that the material supplies offered to you during the course have been sufficient?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What would you change thinking about the future?

5. Do you think that the teachers, that have been handling the course, were competent enough for the task?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Which aspects should be improved?

6. As a whole, do you think that the course has been positive for most of the class and would you say that the aims proposed have been reached adequately?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What global change would you make thinking about the future?

7. Have the subject matter and the activities promoted during the course been taken into consideration, apart from the general management problems, practical problems, ways of application, difficulties, etc. of the area where the FOPI is being applied?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Having in mind another course, what elements would you change?

8. Did the staff, that has been working this course, know the particularities of the FOPI well enough to raise practical problems of management?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What aspects would you modify?

9. Every management model of a centre implies a set of debatable options and these are precisely the ones that are cleared in the Education Project in the legal setting. From your point of view, do you think that the activities, the subject matter dealt with, etc. correspond with a democratic model of management of the centre?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Which aspects would you change, or which ones do you think have not been enough, or too much taken into account: the participation of the parents, of the students...? In other words, what would you change considering the future?

10. Now, that the FOPI it over, do you think that you have reached the aims adequately so that you acquired ressources to apply a more democratic and participative model of management?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Which aspects do you think could be improved?

11. Have the activities and the subject matter dealt with in this course answered in a practical way to your needs and hopes?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Which aspects would you change?

12. Has the methodology used been the adequate one to your level of knowledge and abilities?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What would you change?

13. Have you been in tune with the teacher staff? In other words, has the teacher been sensitive to your hopes as a student?

very much ( ) quite a lot ( ) not so much ( ) litle ( )

What would you change?

14. Have the results finally reached by you been actually positive?

very much ( ) quite a lot ( ) not so much ( ) little ( )

What would you change?

Appendix IV

QUESTIONNAIRE FOR TRAINEE STUDENTS AT THE END OF THE QUARTER

- Training school .....
- Specialization presently undertaking .....
- Specialization in which you have been trained .....

1. Has participation in the plan FOPI been satisfactory?

very much ( ) quite a lot ( ) not so much ( ) little ( )

Why?

2. The coordination with your teacher has been

excellent ( ) good ( ) sufficient ( ) poor ( )

3. The number of times you have convened with the teacher has been frequent enough

very much ( ) quite a lot ( ) not so much ( ) little ( )

In general, the contents of these meetings have been:

( ) Assessment
( ) Transfer of the work
( ) Exchange of points of view

4. The teacher's attitude towards your work in the classroom has been:

very positive ( ) positive ( ) passive ( ) negative ( )

5. The coordination with your studies supervisor of the School of teachers has been:

very satisfactory ( ) satisfactory ( ) less satisfactory ( ) null ( )

5. Do you believe that the training of the FOPI plan is better than the ones performed up to now?

yes ( ) no ( ) I don't know ( )

For the following motives.

Appendix V

DEBATABLE SCRIPT FOR THE ANALYSIS OF WORK SESSIONS OF THE FOPI WITH THE TEACHERS

1. The Seminar

* Evaluation of each of the Seminars on:
  - the proposed program
  - the methodology
  - the supplies
  - the group dynamics

* Suggestions, alternatives and proposals

2. Transfer of the Contents of the Seminar to the School

* Is it valid for the rest of the members of the cycle, teachers staff, ...?

* How is it carried out?

* How are the requisites of the FOPI made known?

3. Criteria for the Participation of the Teachers in the Seminars

* What criteria have been used by the school for the selection of the teachers?

* Have these criteria proved useful?

4. Training

* Did the school have a plan for the supervision of the students? Has it been carried out?

* Relation and coordination with the trainee student.

* Relation and coordination with the studies supervisor of the teachers college

5. General Questions on the FOPI Plan

* Expectations of the centre. Have they been fulfilled?

* Is FOPI a valid way of permanent training and a help to school renewal?

* Proposals and organization alternatives

6. Other Aspects that the School would like to Discuss:

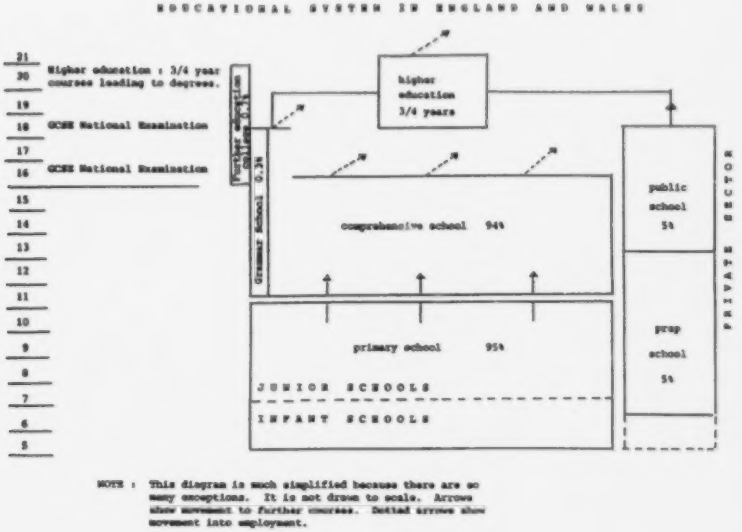
EVALUATING A COURSE ON EVALUATION

by

Barry Mountford, Jain Smith, Kingsley Evans,

Cheshire, England

1. OUTLINE OF THE EDUCATIONAL SYSTEM



NOTE : This diagram is much simplified because there are so many exceptions. It is not drawn to scale. Arrows show movement to further courses. Dotted arrows show movement into employment.

The course described in this paper was run within the English system. General outlines of the school system and of the initial teacher education system are shown below. Provision for the ongoing training of teachers in post is so diverse in England as to defy simple summary: the providing agencies are many and the courses vary in content, mode, length and academic standard. It must suffice to say that the course described here was a 20-day course for experienced headteachers of Primary schools: the very existence of such courses is a relatively new development in England. Since the running of this course, a new administrative framework for the ongoing training of serving teachers has been introduced at a national level.

TEACHER TRAINING SYSTEM IN ENGLAND AND WALES

TWO ROUTES TO TEACHER TRAINING

The consecutive route	The concurrent training route
22 plus	
ONE YEAR full-time course. Post Graduate Certificate in Education leading to qualified teacher status (Q.T.S.) and a licence to teach in Primary or Secondary Schools. Courses comprise: Educational Studies Special and general didactics Teaching Practice	FOUR YEAR course of study (full-time) leading to a B.Ed Degree and qualified teacher status (Q.T.S.) and a licence to teach in Primary or Secondary Schools. Courses comprise: i) the equivalent of two years full-time study of one or two academic subject areas + ii) special and general didactics iii) teaching practice
21 plus	
three or four year (full-time equivalent) academic study leading to either a BA (Arts) or a BSc (Science) Degree at an Institute of Higher Education	Elements of i) and iii) will occur in each of the four years of the course
18 plus	

2. DESCRIPTION OF THE COURSE

Policies

In a system where education is largely the responsibility of local government other than central government, the in-service provision for teachers varies according to local initiatives. Recently central government has moved from a position where it exerted some influence on this provision (with doubtful results) to one where it has used financial mechanisms to ensure the implementation of policy: the local authority remains the main funding agency in determining in-service provision but certain sums of money are lost by the authority unless they are spent in ways approved by the national government. At the time of this course, these monies could be spent on in-service education in the areas of special educational needs, mathematics, pre-vocational education and school management.

Furthermore the type of course was subject to central control (in the area of school management, the approved format was either 1-term full-time study or 20 days of full-time study, the 20 days not necessarily being consecutive). The content of the course was also subject to detailed approval by central government. Such courses could only be offered by institutions of higher education (i.e. Universities, Colleges or Polytechnics). We are therefore looking at a situation where three quite distinct agencies were involved in policy formulation: central government, local government and higher education institutions. In the case of the course described here, it was run by a college for the headteachers of one particular local authority, using monies designated by central government for this specific purpose.

An additional contextual factor of some importance is the increasing stress laid on school evaluation and curriculum review by central government in England over recent years: the particular l.e.a. involved in this case-study had been

subject to specific structures on this topic by central government inspectors.

The Agent

It will be clear from above that many of the parameters of the 20-day management course described here were not set by the agency directly providing the course (a college of higher education), far less by the participants of the course: the format of the course, its broad agenda (management), its specific agenda (evaluation) were all set or approved by central government. Many more specific points (locus, timing, recruitment pattern) were determined by negotiation between the College and the local authority.

The providing agency was the education management department of the College, a department with several years experience of providing in-service courses and also with considerable experience of having clients from the particular local authority involved in this specific course. The funding for the College's running of the course was provided (albeit in somewhat indirect ways) by central government, as were the fundings to replace the teachers while they were out of school on the course. All this was set within a framework of quite specific government legislation and regulation.

The intentions involved in holding the course quite clearly originate with central government; these intentions were accepted, possibly even welcomed, by the local authority, by the College and by the participants.

Conditions

The course took place, with the exception of one visit to the College, in a Teachers' Centre located in the main town of the local authority, a location familiar to all the participants and indeed to the College (although it is some 70 kilometres from the College). It involved two 10-day blocks of attendance split by two weeks of activity in school.

	1: Course Organization
Taught Weeks 1 and 2:	Development of 'instruments' for indicating effectiveness
Weeks 3 and 4:	Evaluation of school effectiveness using the instruments - return to school: (i) by each individual headteacher; (ii) by visits from other heads in a group of 4 or 5.
Taught Weeks 5 and 6:	Intervisiting Reports. Management of Change. Organizational Diagnosis.

The Teachers' Centre was well equipped with audio-visual aids and computers, although limited in its library provision, a consideration which led to the transportation of books and the day based at the College itself.

Participants

The participants were 15 experienced headteachers of primary schools. The key feature of their participation was that, while it was voluntary, it was not initiated by them. This is a most important feature to remember in interpreting the evaluation data.

Course Design

The course objectives were as follows:

"(i) To increase individual management expertise and broaden perspectives.
(ii) To undertake a review of the effectiveness of individual Primary schools.
(iii) To initiate specific actions within schools.

In general terms the purpose of the course was to have an impact on the headteachers as professional individuals and to have an impact on their schools. The 'action' focus of

the course was a central theme together with the active engagement of the analyses presented via the taught inputs."

Course Execution

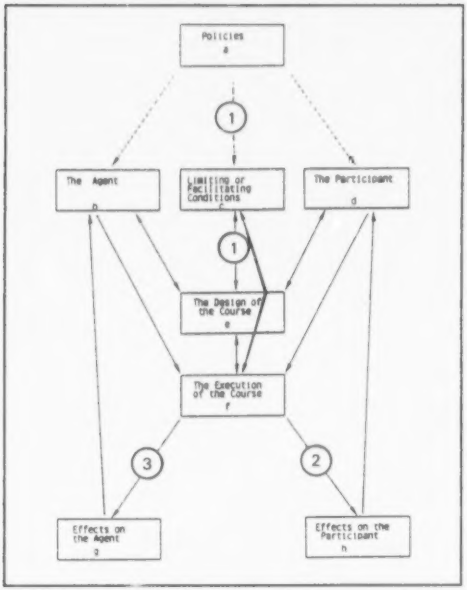
The balance in the course between teaching, discussion, field visits and private study is best achieved by mapping its structure in some detail.

2: Course Structure

Week 1		**A.M.**	**P.M.**
Monday,	30 April	Profiles Individual and Group Decision-making.	Ways of looking at Schools.
Tuesday,	1 May	PRIVATE STUDY/TUTORIALS	
Wednesday,	2 May	The Effective Primary School.	Group Workshop session.
Thursday,	3 May	PRIVATE STUDY/TUTORIALS	
Friday,	4 May	The Effective Primary Curriculum and its Management.	Group Workshop session.
		*** *** ***	
Week 2			
Monday,	7 May	Managing People in the Effective School. Staff Development. Motivation.	Group Workshop session.
Tuesday,	8 May	PRIVATE STUDY/TUTORIALS	
Wednesday,	9 May	Systems Analysis (External).	Group Workshop.
Thursday,	10 May	PRIVATE STUDY/TUTORIALS	
Friday,	11 May	Systems Analysis (Internal) Curriculum Evaluation.	Group Workshop.
		*** *** ***	

Week 3			
Monday,	14 May	Organizational Effectiveness.	Workshop
Tuesday,	15 May	Preparation of visits.	
Wednesday,	16 May	HMI - School Effectiveness (inc. analysis of published report).	LEA - school Effec-tiness
Thursday,	17 May	INTERVISITING	
Friday,	18 May	INTERVISITING	
		*** *** ***	
Week 4			
Monday,	21 May	INTERVISITING	
Tuesday,	22 May	INTERVISITING	
Wednesday,	23 May	Post-visit preparation for presentation.	
Thursday,	24 May	4 x 4 presentations on visiting programme.	
Friday,	25 May	The Way Ahead - Evaluation	

3. THE SPECIFICS OF EVALUATION



(1) The complex situation between various educational authorities required an equally complex network of negotiation. Although not formally understood as an act of evaluation the process certainly met all the definition's requirements.

(2) Information was obtained by open-ended written reports immediately at the course's end. The participants expressed their individual perception of the course and the expected impact on their future work.

(3) The agent - again in communication with the policy-making authorities - used the information for modification of subsequent courses.

Evaluation of the course essentially followed the standard pattern of the College in that it was the responsibility of

the course leader, subject to subsequent audit by senior colleagues. A second form of audit on the evaluation consists of advisory staff from the local authority independently collecting their own evaluatory data and feeding their evaluation judgements back to the College.

The evaluation took place immediately the course ended and depended mainly on open-ended written reports.

Each course member was asked to write a short report under the following headings which relate to the course objectives:

(i) impact on individual;
(ii) likely impact on school;
(iii) general comments and observations.

The scale of the evaluation in effort and in time was determined by two features: firstly, the limited resources of time and money available for evaluation and, secondly, the need for an evaluation report which could influence the next run of the course (projected for three months after the first run ended).

The central purposes of the evaluation were therefore to explore the effects of the course on individuals and institutions and, in the light of this, to modify, as necessary subsequent course runs. The primary audiences for the report are therefore the College and the local authority providing the course; secondary audiences are other local authorities who might request a similar course and central government agencies monitoring the content and standards of such courses (notably the National Development Centre for School Management).

Evaluation Data

The data are best illustrated through examples:

EXTRACT 1:

"The recent course 'Management in the Primary School' has been a most enjoyable, enlightening and stimulating experience.

The course was designed to increase management skills in Headteachers and to assist them in considering the effectiveness of their own schools by the identification of certain key indicators.

The course achieved its objectives by demonstrating that a systematic approach to evaluation is both necessary and desirable. On reflection, one realises the limitations of previous management skills and as a result of the course my own perceptions have been sharpened and both structure and form have been added to what was previously an 'intuitive' feeling. A much more confident approach to Management has emerged as a result.

The impact on the school in which I work will be considerable, particularly since I have been there for less than one year. Some of the areas requiring change had already been identified; the course has helped to determine the priorities of change and to establish a time-table for action.

The fact that the course involved a full-time commitment featured largely in its success, enabling course members to stand back and consider and then discuss with other colleagues was beneficial and provided an added stimulus.

On a practical note, the group task set by the Course Tutor, to produce an instrument for evaluating the effectiveness of a school, was successfully carried out and has resulted in a document being drawn up which I shall find to be invaluable in the future."

EXTRACT 2:

"For Myself

This course has been, without question, the most useful in my career. Having only recently been appointed to a largish junior school (where efficient organization and management is essential) I felt the need for such a course.

A Nigerian of my acquaintance used to say 'To give a name to a thing is to have power over it!' and, to a gratifying extent, this is what I have gained. Instead of intuitive, 'gut' reactions to situations I now have an ordered nomenclature of strategies.

For My School

The course has sharpened my perceptions of my role in all significant areas: curriculum, systems, and human relationships. Armed with an extremely useful organizational diagnosis methodology, I shall set in motion (on an incremental basis) change which I feel is necessary within several of these elements. Another plus factor of this course has been the non-threatening relationships established during our 'audit' visiting.

For your Consideration

While having nothing but praise for the course overall, if it is intended to repeat it perhaps the following comments might help:

i) Management of Micros might make a better 'ice breaker' at the very beginning.

ii) Since the school visits were a crucial part of the course, would it be possible to time table them in as an integral part of it?

iii) Having the course in two parts seemed, to me, somewhat distracting in that considerations of one's own school's administration, etc. impinged at a seminal point in it.

iv) Help in drawing up instruments of evaluation might come, next time, from a local inspector/advisor or an H.M.I.

Small (hopefully useful) points on what was, for me, a splendid experience."

Effect of Evaluation on Providing Agency

Several points strongly emerged from the formal and informal evaluation procedures:

i) The two week 'break' between the 'taught' weeks interrupted the momentum of the course, though the visiting of each other's school was a most valuable opportunity.

ii) More time needed to be given to:
   a) making clear the commitments involved, e.g. visiting schools is an essential integral part of the course;
   b) ensuring that the political aspects of intervisiting schools are adequately considered.

iii) An input from an LEA adviser and/or HMI on evaluating primary schools would have been valuable.

iv) There was a need to emphasise the value of a full-time commitment to the course and to resist temptation to return to school.

v) More structure to private/tutorial sessions would improve the course.

vi) A residential element might be useful.

vii) Time travelling to the College Library could be better spent working in the Teachers' Centre.

Conclusions

The reports from the course participants reflect the extent to which they perceived the course as a training opportunity. They also give some indication of the likely impact on the schools in which they work. There is some reason to believe that, as a result of being on this particular sort of course, 'action' will flow.

It is notable that arrangements have been made within the groups formed to continue with

a) refining the 'instruments of effectiveness' and

b) intervisiting of schools.

It could be that the possibility of a peer-group evaluation network has been identified. If such groups can become largely self-sustaining perhaps an annual single-day formal input of 'effectiveness' could serve a number of purposes here, e.g. presenting a focus for the continuing work of the group. Then the in-service problem of covering a large number of schools at adequate level of depth and rigour might be met. The proven benefits of such groups in continuously refining their perspectives on effectiveness in schools is potentially very powerful in terms of increasing and maintaining awareness of and action over the need to review the school. As a strategy to support the efforts of the local authority Primary Advisory Team it may have something to commend it.

LIFE IN THESE UNITED STATES

an Inset-Course for Teacher (Trainer)s

by
Egon Foldberg,
Ribe, Denmark

1. OUTLINE OF THE EDUCATIONAL SYSTEM

School Structure of Denmark

University /College (of Education)		Business College etc.
19 IIIG / IIHF		
18 II/IIIG / I/II HF		upper secondary
17 I/IIG / I HF		
16 IG	10	Optional 10th year in comprehensive
15	9	
14	8	
13	7	
12	6	
11	5	primary/lower secondary comprehensive
10	4	
9	3	
8	2	
7	1	
6		Pre-School /Nursery Class
Age	Form/Grade	

Compulsory 7-16; School attendance (99%)/home instruction (1%). Most handicapped, except very severest, integrated in normal school system, which however offers special needs education as and when needed. Change of school after 9/10th form to "grammar school, sixth-form college" called Gymnasium or HF. HF = Higher Preparation Exam. i.e. preparation for independent tertiary-level study was orginally conceived as second opportunity for adult school drop-outs. Gradually it has attracted an ever younger clientele, until the 2-year course now is a viable alternative to 3-year gymnasium and gives acces to the same tertiary opportunities (university, college (of education) etc.). Schools are public, run by local and county educational authorities in close cooperation with PTA along with national (Min. of Ed.) framework guidelines as to curriculum/syllabus/number of teaching periods. Teachers are normally municipal (sic!!!) civil servants.

TEACHER EDUCATION IN DENMARK

Two main types of teacher education: at university (a) 6 years and at college of education (b) 4 years. Entry requirements to both types = Studentereksamen or HF=Abitur (D), Baccalaureat (F), Required of O&A-levels (GB).

YEARS OF STUDY

1 2 3 4 5 6

a) University
2 subjects, 1 major, 1 minor, 2 years' study = minor, 4 years = major.
Professional training = Didactics, Method(ology), Teaching Practice used to be given to all comers in an extra semester = six months. Now only to those who have obtained a teaching post.

Academic teaching qualifications for upper sec. and tertiary level

b) College of Education
"Broad", concurrent = Acad. & Educational subjects & Practical school experience taught alongside all through the programme.
In addition to the many subjects, the student teacher must specialize in two subjects.

Practical & academic teaching qualifications for forms 0-10 + adult education on non-upper secondary level

*** NB.: Lecturers in colleges of education must hold the same qualifications as for university work, i.e. the degrees of "cand. mag. = candidatus magisterii = M.A. (GB) or cand. paed. = candatus paedagogiae (= a university level degree in integrated subject and pedagogy in any one subject, awarded by the Royal Danish School of Educational Studies. Examples: cand. pead. psych. cand. pead. Engl., cand. paed. paed.

*** NBNB: In-service education for university-trained "Gymnasium/HF" teachers provided and funded by appropriate Directorate of the Ministry of Education. INSET for college-of-education-trained "folk school teachers" largely provided by the Royal Danish School of Educational Studies, originally established by the National Union of Teachers for its members, now a State university-level institution with INSET obligations also to others, among them teacher educators.

2. DESCRIPTION OF THE COURSE

Note: This description will try as faithfully as possible to follow the categories of the model structure, but it should be born in mind that it deals with an inservice provision for *teacher educators*, so that description and evaluation procedures often need a kind of double, even triple, vision, i.e. what is the course, viz. components thereof, doing for not only teacher educators, but also student teachers, and in the final instance, their future learners.

It is my firm conviction that the didactical-methodical connections between teacher education and actual school life are stronger, and much more clearly legislated about, than in other European educational systems known to me.

a) General Policies:

The general policies for the INSET of teacher trainers (in this case study: trainers of teachers of English) are delineated in cooperation between the Ministry of Education, Directorate of Teacher Education, represented by the area manager of the subject in question, and the professional association of teacher trainers, as umbrella organization for the various professional associations uniting practitioners of each of the subjects in teacher education.

The basis of deliberations on INSET for teacher educators are various legal documents, laying down aims, objectives, and good practice in the subject in a) teacher education, and b) the teaching of the subjects in school. It should perhaps be mentioned here that English in Danish schools, being compulsory for all, is the third biggest subject as to number of teacher periods after Danish and Arithmetic/ Mathematics, and is regarded as a second rather than a foreign language, and seen as an important means of furthering international cooperation and understanding.

One further, very mundane, factor in shaping the general policies in this field should perhaps be mentioned: the attitude of Danish tax authorities. As these courses are not fully subsidized, participants have to pay part of the expenses out of their own pockets. The more enterprising

they try to deduct these expenses on their income tax returns. If the tax authorities feel that the course in only the slightest way betters your condition, i.e. gives access to privileges, promotion etc., they do not allow the deductions. Only if the taxpayer can prove to the authorities that all the course does is to maintain STATUS QUO, i.e. the participant's already acquired teaching competence, is he allowed to deduct INSET expenses. It should be obvious how this can influence planning policies. These considerations have been treated at some length here, because for logistic and financial reasons they were more important than usual to the course described, which took place at Temple University, Philadelphia, PA, USA.

b) The Agent(s)

Responsible agent for this type of INSET was - as always - the subject area manager - in this case having to coordinate certain aspects with the national subject area manager for business college English teachers.

Status as stated above (in German: Regierungsgeneralinspektor; in English: Her Majesty's Inspector for English in Teacher Education).

Experience: 14 years' service as INSET organizer for this particular group in and out of Denmark. Venues in the United Kingdom and the Republic of Ireland selected according to either their "hotness" as to new developments in the teaching of English / the training of English teachers (examples: the universities of Reading, Lancaster, Edinburgh) or their placement in the multicultural picture of the British Isles (examples: Y Coleg Normal, Bangor, North Wales, the Irish Institute, Dublin, and Galway University).

On behalf of whom? The Ministry of Education, Directorate of Teacher Education jointly with the professional association of Trainers of English Teachers.

Legislative basis: Job description of subject area managers in teacher education, according to which SAM is finally responsible for the implementation of INSET within his area.

NB! NB!
Under this heading should be mentioned as important co-agents, -sponsors, dunders, -decision makers two agencies: The Commission for Cultural and Educational Exchange between Denmark and the USA, and the United States Information Agency at the Copenhagen US Embassy.

c) The Participants

24 trainers of English teachers from 20 out of 25 Danish Colleges of Education, 13 business college teachers of English from 7 colleges.

Status and qualifications: All with university degree or equivalent. Owing to cutback on student intake - and thus on "new blood" on staff - senior lecturers for the majority; none with less experience than 15 years.

Motivation: To learn more about the USA, important part of curriculum.

Expectation(s): Improvement of professional practice, meeting with colleagues.

Preparation: Study of American literature, fiction and faction.

Obligations: Attendance at lectures, active participation in group work, and obviously near - if not native - command of English.

d) Limiting or facilitating conditions:

Venue: Temple University, Philadelphia, Pennsylvania, USA

Local context: Recent condominium converted into student accommodation (complete with large swimming pool and (limited) cooking facilities). Dinner to be got (made) and paid out of own pocket. In daytime: the campus of Temple Univer-

sity, surrounded by one of America's greatest black ghettos. Breakfast in luxurious Faculty Club included in provision; lunch got from one of unnumerable mobile kitchens lining campus streets.

Time parameter: 2 full weeks.

Equipment of course: Extremely well-equipped lecture halls and group rooms. Excellent personnel. Local course coordinator with the qualification of having been guest professor under Fulbright scheme at Danish universities and colleges.

Financing: Jointly subsidized by Danish Ministry of Education and Fulbright scheme. All travel expenses (since 1986 cut by 5 sevenths from Dkr. 7000 to 2000) and two meals a day borne by participants, most of whom can hope that tax authorities will accept that the course equals maintenance of professional competence and thus allow deduction of balance between subsidies and actual cost.

Qualification: Not (formally) meant for formal qualification.

e) Design of the Course:

Contents and objectives: For contents see attached copy of programme. Objectives: The updating of participants' knowledge of life in the US: Literature, history, sociology, politics, foreign language teaching situation, race relations, museums, folklore, etc.

Why did INSET take place: a) Because legislation regarding the training of English teachers makes it clear that English is to be seen as a world language, originating in Britain and having spread to various corners of the world, with America (US and Canada), Australia, New Zealand, India and parts of Africa using English as L1 or L2. b) Because it had been the *ambition* of the principal agent since be-

fore becoming subject area manager to implement a course in the US before being seconded back into full-time teaching.

Originator: The subject area manager. Intention: to enable participants to go back to their teaching in the position of being able to say: I was there, I have first-hand experience, which was also - among others - the driving force behind doing courses on the British Isles.

Activities and interactions: Lectures, group work, video, film, theatre performances, the media, impressions of national games: baseball, football, excursions (organized and private), meetings with neighbourhood representatives, national and local politicians, and local colleagues.

Time structure: See attached programme. July 4th set off for social purposes, e.g. poolside 4th of July barbecue shared with course staff and other inhabitants of student hostel. Group air travel to and from the US organized with optional return date, enabling participants. to look at other parts of the US.

f) Execution of the Course:

No important deviations; more about this under evaluation.

g) Effects on Participants:

Definitely (except when arguing with tax authorities) an effect on the qualifications of the participants, and, yes, the course did lead to substantial products in the form of articles, anthologies, changes in texts selected for examination purposes.

h) Effects on the Agent(s):

Feedback from course staff, participants (on person-to-person and official level). Consequences: modifications of next programme at Philadelphia to be given in 1989: less one-way lecture communication, more group discussion, more structured extra-curricular activities.

SCHEDULE FOR SEMINARIUM TEACHERS OF ENGLISH

Temple University Summer Program

June 23 - July 9, 1986

Monday, June 23		Arrival at Philadelphia Airport Transfer to Temple Towers, romm assignments and refreshments
Tuesday, June 24	8:30 - 9:30	Breakfast at Diamond Club (Temple's Faculty Club) Ground Floor, Mitten Hall
	9:15 - 9:45	Registration (ID cards issued)
	9:45 - 11:15	Orientation; tour of Temple Campus
	11:15 - 12:00	Visit to Blockson Collection of Afro-American History, Sullivan Hall
	12:00 - 1:00	Lunch
	1:00 - 3:00	Professor Jim Kelch, School of Social Administration, "The American Social System"
Wednesday, June 25	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor Morris Vogel, Department of History, "Reconstructing the Past, Building a National Ideology: The Philadelphia Story"
	12:00 - 1:00	Lunch
	1:00 -	Assemble at Independence Hall, 5th and Chesttnut Sts. Walking tour of Eighteenth Century Philadelphia, Professor Vogel
Thursday, June 26	8:30 - 9:30	Breakfast
	10:00 - 12:00	Reverend David Gracie, Protestant Chaplain at Temple University, "Religion in America"
	12:00 - 1:00	Lunch
	1:00 - 3:00	Professor Herbert Simons, Department of Speech, "Persuasion and the Mass Media"
Friday, June 27	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor John Raines, Department of Religion, "Hard Times and the American Dream", including film "When a Factory Closes"
	12:00 - 1:00	Lunch
	1:00 - 3:00	Professor Philip Stevick, Department of English, "Contemporary American Literature"

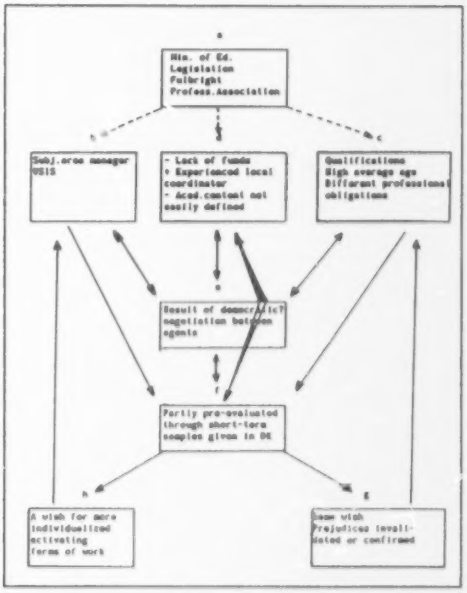
WEEKEND

Monday, June 30	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor Sonya Sanchez, Department of English, "The Black Experience"
	12:00 - 1:00	Lunch
	1:00 - 3:00	Patricia Brown Negron, "Non-Profit Community Organizations and Grassroots Movements"
Tuesday, July 1	8:30	Bus pick-up at Temple Towers, Trip to Washington, D.C. Overnight stay at Georgetown University
Wednesday, July 2	5:30	Leave Washington for Philadelphia; break journey at Baltimore
Thursday, July 3	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor Nancy Beere, Dean of Students, Department of English, "Contemporary American Drama"
		Afternoon open
		Evening: Optional baseball game at stadium complex with Independence Day Fireworks at the end
Friday, July 4	8:30 - 9:30	Breakfast (Faculty Club closed)
		Independence Day festivities - to be announced

WEEKEND

Monday, July 7	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor Trevor Sewell, Department of School Psychology, College of Education, "Evaluation and Progress in American Education"
	12:00 - 13:00	Lunch
	1:00 - 3:00	Lucille Richards, Mayor's Commission on Illiteracy, and others, panel to discuss teacher recruitment, illiteracy, etc.
Tuesday, July 8	8:30 - 9:30	Breakfast
	10:00 - 12:00	Professor Kyriakos Kontopoulus, Department of Sociology, "Reaganomics"
	12:00 - 1:00	Lunch
	1:00 - 3:00	Concluding session, evaluation
Wednesday, July 9	8:30 - 9:30	Breakfast
		Farewell, tears, cheers, departures.

3. THE EVALUATION OF THE COURSE



If one accepts Stufflebeams's definition of evaluation:

"Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives."

as this writer does, with certain reservations, which will, it is hoped, be evident from the comments made in the following, it then follows that evaluation is an ongoing process, that like language it is a continuum, the beginning, middle, and end of which are difficult, if not impossible to delineate.

For the purposes of this paper it should, however, be enough to state that evaluation is something that takes place (long) before, during, and (long) after the actual

execution of an INSET course, so that all corners and insides of the boxes in the evaluation diagramme hold evaluation aspects.

Some of these do not, as also mentioned in the model paper by Peter Nentwig, fall (easily) within the categories of the diagramme.

Let me mention at the outset that some of the evaluation outcomes and procedures of the course described in this paper are not easy to document objectively/statistically, because a) structured questionnaires were abandoned on the wish of the participants, and b) the course was a many-pronged thrust of a chiefly humanist orientation, including aspects of sociology, history, literature, media etc., which do not make for a succinct definition of course content or aim.

The introduction already gives indications of the intersections/interfaces between the various components of the course where evaluative decisions had to be made. What it perhaps does not show clearly enough is that - in spite of the essentially democratic nature of decision-making - at certain points, because of the pressure of time or finances, snap evaluative decisions had to be made by one, at most two, persons without taking recourse to more democratic procedures. This was not always facilitated by politico-financial disagreement between the two Copenhagen-based US agents.

Another thing the introduction does not show clearly enough is indicated in shorthand form in boxes (e) Design of the Course, and (f) Execution of the Course. This is that at the beginning of negotiations there existed a firmly rooted 12-year-old tradition for short-term (long weekend) American Studies Seminars, held in Denmark, sponsored by the USIS and the Commission for Cultural and Educational Exchange between Denmark and the USA. The evaluations carried out during and after these showed a strong feeling among

participants that these seminars were held in tight (propaganda) reins by the USIS. Since USIS appointments are political, the choice of lecturers, themes, and modes of presentation have tended to reflect the political viewpoint of whatever administration is in office in Washington D.C.; in recent years, of course, the Reagan administration.

The point therefore had to be strongly made to the politically appointed US agent that participants were aware of this, and that steps must be taken to see that the Philadelphia Course be a politically balanced one, and that instructors should be chosen with-out bias, pre-eminently for their scholarly, rather than political, qualifications.

The Phases of Evaluation:

As can be seen, evaluation, at least to the present writer, falls in three main phases, i.e.

I (long) before
II during
III (long) after

The "during" phase can in this case be subdivided into two categories:

1. Evaluation by the participants themselves without the presence of the course staff
2. Official evaluation hour as given in the course programme.

As some of the evaluation measures do not fall easily within the parameters of the model, the writer will try in what follows to answer the model questions:

Who was the evaluator?
Phase I: Mainly the principal agent, assisted by US agents, and the professional association.

Phase II: The participants, aided by the subject area manager for the subject of History/Philosophy of Education, who participated in course a) as observer to determine and

discuss with representation of the subject of English the feasability of interdisciplinary INSET courses between the subject of English and various educational subjects, and b) as external evaluator specifically of the educational/pedagogical/didactical components of the course. Members of the course staff only participated in course-instigated evaluation hour at the end of the course.

Phase III: Evaluation between:

1) Subject area manager and members of the council of the professional association.
2) Subject area manager and the local course organizer.
3) Subject area manager and the two Copenhagen-based US agents, separately.
4) The subject area managers of English, History/Philosophy of Education, and their respective professional associations, resulting in pre-planning of interdisciplinary course for 1988.

Time Budget for the Evaluation:

Phase I: Not easy to asses, continuously for years before course, 100 hour approximately.

Phase II: An hour per course-day, in order to ensure freshness of impressions.

Phase III: Again not easy to assess because of ongoing nature, say 30 hours.

Evaluation Methodology:

Because of composition of course membership, open, lightly guided discussion of one hour each day. The evaluation sessions were tape-recorded and reviewed later by subject area manager. Presentations were graded as to

a) academic
b) pedagogic/didactical (for school-level and teacher training)

c) technical

d) degree of relevance

merits on a scale from 1-10, 1 the lowest.

As a point of interest, it could be added that the entire course ended up with an average of 8+, excursions scored unanimous 10's, and one lecture, where the presentation was sloppy, hurried, and generally unsatisfactory, earned a 2.

One course member was appointed as evaluative chronicler, and published his day-by-day, presentation-by-presentation, evaluative account in professional journal after home-coming, so that non-, hopefully future, course members as well as actual participants, of course, can get an impression, agree/disagree, offer suggestions etc.

What was the evaluation interest?

Who initiated, decided, controlled? The principal agent jointly with the professional association.

Main purpose of evaluation: To improve the quality and teacher educator relevance of future courses, and to create needs awareness among course and non-course members.

P.S. The business college participants, whose presence had an influence on the design of the course, had their own, private evaluation sessions, the results of which are not (officially) known to the teacher educators. They are working, however, on the design of a course, specifically adapted to their purposes.

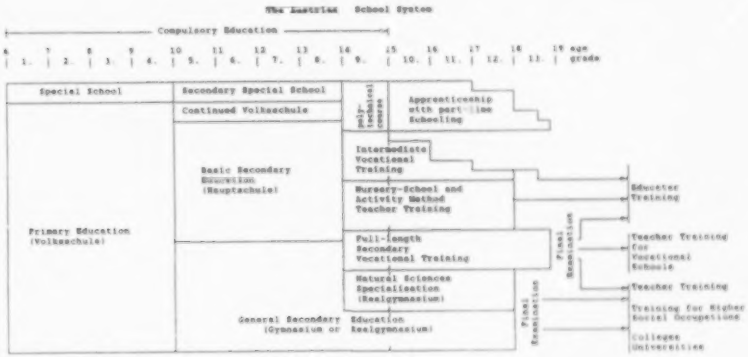
SCHOOL-CENTRED IN-SERVICE TEACHER EDUCATION

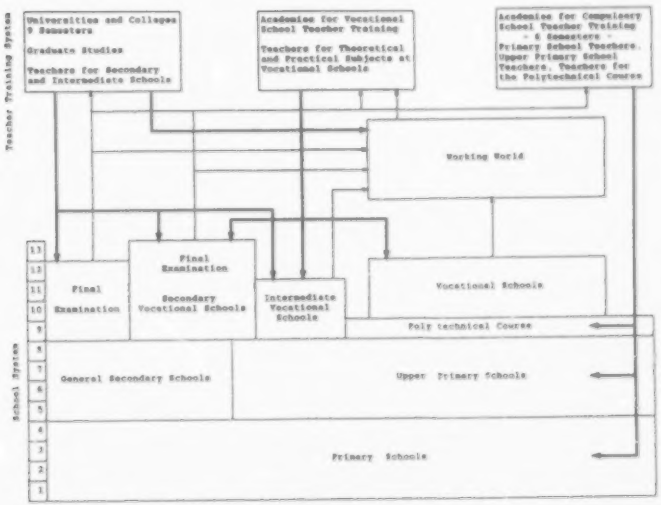
A model tested in seven basic secondary schools in the Burgenland region of Austria

by
Reinhard Goger,
Eisenstadt, Austria

1. OUTLINE OF THE EDUCATIONAL SYSTEM

The present school system in Austria is based on the provisions of the 1962 education acts, which also gave the laws pertaining to school constitutional status. Thus changes in school structure require a two-thirds majority in the National Council, the lower house of the Austrian parliament, which means in effect that they must be supported by the vast majority of the Austrian people.


The Austrian School System
Compulsory Education
6 7 8 9 10 11 12 13 14 15 16 17 18 19 age
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. grade
Special School
Secondary Special School
Continued Volksschule
Basic Secondary Education (Hauptschule)
Primary Education (Volksschule)
polytechnical course
Apprenticeship with part-time Schooling
Intermediate Vocational Training
Nursery-School and Activity Method Teacher Training
Full-length Secondary Vocational Training
Natural Sciences Specialisation (Realgymnasium)
General Secondary Education (Gymnasium or Realgymnasium)
Final Examination
Educator Training
Teacher Training for Vocational Schools
Teacher Training
Training for Higher Social Occupations
Colleges Universities


Teacher Training System
Universities and Colleges 9 Semesters
Graduate Studies
Teachers for Secondary and Intermediate Schools
Academies for Vocational School Teacher Training
Teachers for Theoretical and Practical Subjects at Vocational Schools
Academies for Compulsory School Teacher Training - 6 Semesters -
Primary School Teachers, Upper Primary School Teachers, Teachers for the Polytechnical Course
Working World
School System
13 12 11 10 9 8 7 6 5 4 3 2 1
Final Examination
Secondary Vocational Schools
Intermediate Vocational Schools
Vocational Schools
Poly technical Course
General Secondary Schools
Upper Primary Schools
Primary Schools

2. DESCRIPTION OF THE SCHOOL-CENTRED IN-SERVICE TEACHER EDUCATION MODEL

The Agent(s)

The school-centred in-service teacher education (SCITE) model was submitted to the Austrian Federal Ministry for Education, Art and Sport as a project proposed by staff of the Burgenland Institute of Education, the Burgenland schools Council and the Department of Educational sciences at the University of Graz. The Ministry approved the proposal and granted funds for the project. The Institute of Education undertook the practical project management and the University of Graz supplied a team of supervisors for the schools taking part. (The supervisors were lecturers with teaching qualifications, university degrees in educational science/psychology and experience with in-service teacher education.)

The Conditions

Schools named by the Burgenland schools Inspectorate received letters from the Institute of Education in which the SCITE model was briefly described, with a request for the school to indicate interest whether it would be interested in taking part. The headteachers of schools which indicated interest were then invited to a detailed presentation and discussion of the project. Eight schools finally agreed to participate, with a total teaching staff of 125.

The Participants

At each school the in-service program included the whole teaching staff. A project approach was adopted, i.e. the teachers of each school chose a comprehensive theme which became the subject of their in-service work for a certain length of time (= process of self-organization of teacher learning).
The teachers were supported by the external supervisors, who stimulated the work of the group, made contributions

where required, obtained literature and other material as required, observed and encouraged group processes promoting teamwork, etc.

The work form used was the "pädagogische Konferenz" or teaching conference. From February to July a series of four conferences was held, each lasting approximately three hours.

The Design of the Course

It was intended to help the teachers to use structures which permit rational communication about teaching processes and everyday school problems (= institution - internal processing of teaching and school problems by the teachers themselves). Cooperative work on specific issues and problems connected with school was to help develop and consolidate innovative attitudes.

In the first conference, the teachers were to establish and relate to their aims by, among other things,

- seeking a theme together,
- establishing as a group modes of work,
- agreeing on evaluation procedures.

The staffs of the eight schools chose the following as their points of focus:

- To what extent can learning establish a positive teacher-student relationship?
- Socialization: relationship in school.
- Educational theory vs. educational practice.
- Opportunities for improving the teacher-student relationship.
- Problems with weaker students.
- Desruptive elements in the teacher-parent-student relationship.
- Ways to more efficient learning.
- The problem of the teacher-student-relationship.

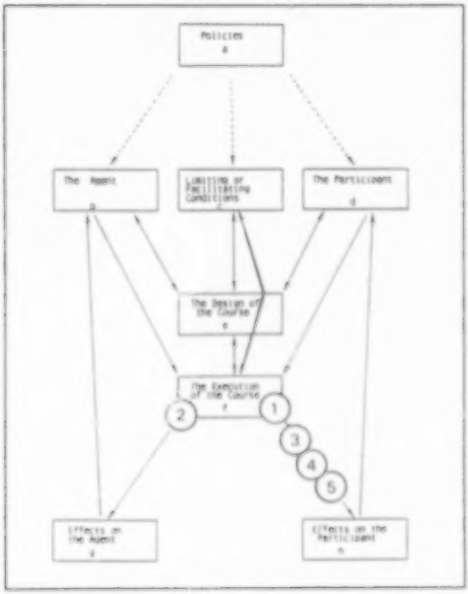
Effects on the Agent

On account of these experiences, more Burgenland schools took part in the SCITE project in the following school year.

Effects on the Participants

The effects reported by the headteachers of the participating schools included intensive discussions, with talks among the teachers during breaktimes and free periods in which the problems broached in the conferences were debated and experiences discussed. The teachers once again reflected on school and on their own teaching.

3. EVALUATION



Evaluation took place mainly during the teaching conferences and the project staff meetings. The chosen evaluation procedures encouraged reflection on the work process of the participating teachers and on the supervisors' field of activity. They served as a checking mechanism and made for greater awareness of results. As in-service program partic-

ipants are often wary of evaluation methods, fearing they could become selection and assessment methods, it was felt to be necessary for supervisors and teachers to agree on certain evaluation procedures.

(N.B.: There was considerable aversion among the teachers to planned evaluation, partly for personal reasons. A supervisor quoted a teacher:
"What goes on in our school concerns us alone. We don't know what happens with the reports and data, how and to what end they are published, and who wants to create a name for themselves at our expense."
One school refused further cooperation with a supervisor and withdrew from the program simply because the supervisor spoke in favour of the evaluation).

The teachers in the other seven schools and the team of supervisors agreed on the following evaluation procedure:

(1) *Conference reports*

The conference reports from each school, written by the teachers themselves, recorded the situation and proceedings of the in-service program so that any obstacles, problems, particular features, successful points and teamwork processes could be made apparent (= indication of possibilities, conditions and limitations).

The reports recorded the times and duration of meetings, problem areas, explanations and/or statements of content from supervisors, use of media, modes and results of work, information gained and/or conclusions drawn by the participating teachers.

(2) *Reports of supervisor meetings*

As the supervisors were invited by the teachers to an inofficial get-together after the conferences, they were able to obtain a large amount of informal feedback on the conferences, which could be reported at the supervisors' meetings in addition to the official records of proceedings.

A written record was also kept of the exchanges in these meetings as a synopsis of the situation in the schools with

an indication of development possibilities and reaction to problems occurring suddenly during the program.

The meetings also provided an opportunity for the supervisors to discuss pleasant and unpleasant incidents, as well as to define and discuss the areas of concentration for future conferences and suitable methods of approach.

③ ***Questionnaire to ascertain teachers' subjective assessment***

The informal questionnaire, developed by the team of supervisors, was sent to each of the schools which had taken part with the request that it be completed and returned to the University of Graz within a few days. (Feedback quota: 78%).

A selection of statements, from teachers who had taken part: "practice-related", "all participants activated", "getting to know colleagues better", "opportunity for discussion to clear up points of query", "supervisor's behaviour pattern a stimulus for practical work", "closer contact to other teachers", "reflection on my teaching in connection with fundamental pedagogical considerations", "four conferences not enough". (Appendix I: the informal questionnaire).

④ ***Supervisor's presentation of project proceedings***

At the end of the project, each supervisor gave a subjective written account of proceedings, i.e. there were no criteria to observe in reporting.

The following common experiences could be ascertained from the supervisors' accounts:

- Teachers are rarely prepared to mention specific difficulties and discuss them openly with colleagues. Often the opinion prevails that a good teacher should not have difficulties.
- Teachers are not used to describing difficult educational situations adequately and objectively. Case descriptions

or films as an introduction, however, proved a useful stimulus for teachers to describe their own teaching.
- Many teachers admitted in the course of informal conversations that they welcomed this kind of in-service project, as it provided opportunity for them to take part in deciding the theme and shaping the learning process. But it was also ascertained that many teachers considered the initial decision to participate in the project, upon which they had not been consulted, as an "order from above", even if (the head of the school and) some of the staff had spoken is favour of this type of in-service project before the decision was taken.
- This type of in-service program promises to make teachers more conscious of problems in education and to motivate participants to analyze teaching problems, which are conditioned by situation, more appropriately.

(5) *The Konstanz questionnaire on attitudes*

Observation of actual behaviour of teachers with other teachers and in the classroom, which is the only method to reveal any changes in behaviour, is staff- and cost-intensive and very difficult to implement due to the difficulties involved in obtaining permission from the school authorities, and to the reluctant attitude of teachers towards such observations.

For these reasons, it was decided to use the Konstanz questionnaire on attitudes to school and education. With the agreement of the teachers the questionnaire was completed during the first and the fourth conference.

At the same time the questionnaire was filled in by a control group of teachers from schools not taking part in the project.

Evaluation of the responses revealed a highly significant difference between the two groups in the 'DR' dimension, though not in any other dimension. (DR = "Druck vs. Zug", i.e. pressure vs. enticement to stimulate students' achievement)

This fact indicates that participants in an in-service program of this type effects a decisive change in teachers' attitudes to teaching and education in the 'DR' dimension.

In other words, if participants at the outset of the conferences were still rather of the opinion that teachers could under no circumstances either relinquish checks, punishment and possibilities for sanctions derived from their position, or aim to do without them, they were likely to be of the opposite opinion by the end of the conferences.

Appendix I

ASSESSMENT OF THE SUCCESS OF THE TEACHING CONFERENCES

Please indicate your answer

1. **How do you value this type of teaching conference?**

   better than the usual type
   not better and no worse than the usual type
   worse than the usual type
   don't know
   Reasons:
   .....

2. **Did you personally profit from these teaching conferences?**

   yes
   some
   no
   Could you give a more precise answer?.....
   .....

3. **Do you think the other participants took profit from these teaching conferences?**

   yes
   some
   no
   don't know

4. **Did you recognize, learn, gain, achieve anything important for you at these teaching conferences?**

   yes
   perhaps
   no

   If "perhaps" or "yes"
   Please specify your answers on the following scale:

(+2)	unconditional agreement
(+1)	agreement with reservations
(0)	no opinion, don't know
(-1)	disagreement with reservations
(-2)	complete disagreement

   - I can cooperate better with my colleagues +2+1 0 -1 -2

   - In cooperation with others I am now prepared to tackle complex issues and problems

- Exchanged experiences with others, I recognize that other teachers have the same or similar difficulties

- In cooperation with colleagues I can cope more effectively with the day-to-day demands of school

- I am more sensitive to group processes and the situation of the students

- The way in which the problems were approached helped me in my day-to-day work at school

- I now know a great deal about the issues we dealt with

Other: .....

5. To what extent could the work process have been improved if other working conditions had been given?

considerable room for improvement
room for improvement
little room for improvement
no room for improvement
which conditions would need changing?.....
.....

6. What did you miss most at these teaching conferences?

.....

7. Would you be prepared to hold teaching conferences of this kind again in the next school year?

Yes
No
Why?
.....

Appendix II

ASSESSMENT OF THE GROUP SUPERVISOR

1. **The group supervisor assumed various functions in the conferences**

	+2 +1 0 -1 -2
The supervisor observed what went on in the group and informed its members what had been observed.	
The supervisor took up contents of the discussion or behaviour of the participants to reinforce the points or the encourage closer, more critical examination.	
The supervisor gave us information e.g. about research findings, theories and educational/ psychological issues.	
The supervisor organized group activities by structuring exercises, providing aids and indicating possible solutions.	
The supervisor advised group members who were in difficulty	
The supervisor ensured that the various needs and opinions of the participants were taken into considerations.	

Other: .....

2. **Please indicate functions which your group supervisor did not assume but which would have been important for him/her to assume.**

.....

3. **Please indicate the extent to which your group supervisor in your opinion determined what went on in the conference.**

strongly directive
slightly directive
not directive
don't know

4. How significant were the supervisor's contributions for the group, in your opinion?

very important
important
don't know
not important
Please state your reasons: .....
.....

5. Would you consider it possible for the supervisor's functions to be filled by your group?

yes
perhaps
don't know
no
Please state your reasons: .....
.....

6. How well were you able to cooperate with the supervisor

very well
well
relatively well
not well
badly
Please state your reasons: .....
.....

7. How do you think the supervisor would judge the cooperation with you and your colleagues?

very good
good
relatively good
not good
bad
Please state your reasons: .....
.....

Appendix III

STATISTICAL DATA

1. Sex

male
female

2. age

20-29
30-39
40-49
50-59
60 and over

3. Marital status

unmarried
married
divorced/separated
widowed

4. Number of children

none
one
two
three
four
five ore more

5. Education

primary
basic secondary
general secondary
teacher training college
specialized secondary (music)
pädagogische Akademie
university

6. Completion of education

Please indicate the year in which you obtained your last formal qualification .....

7. How many years have you been teaching at this school?

..... years

8. **Additional posts besides teaching**

none
in the church
in local government
in state government
.....
.....

9. **My interest in a further qualification**

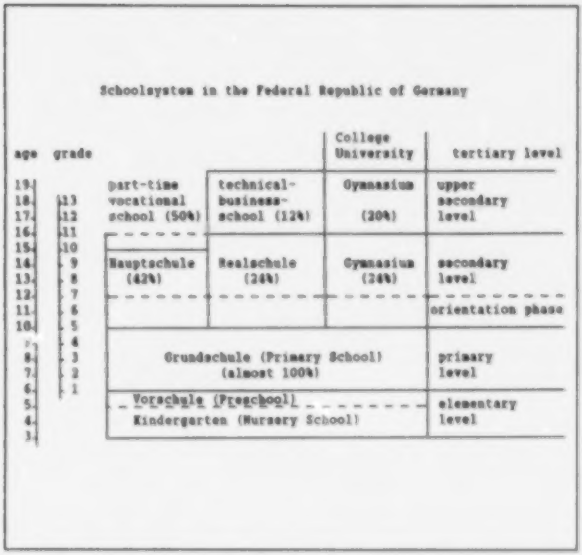
very interested
interested
not particularly interested
not at all interested

ATOMIC MODELS

An INSET Course for teachers of chemistry and physics on secondary level

by
Peter Nentwig,
Kiel, Federal Republic of Germany

1. OUTLINE OF THE EDUCATIONAL SYSTEM

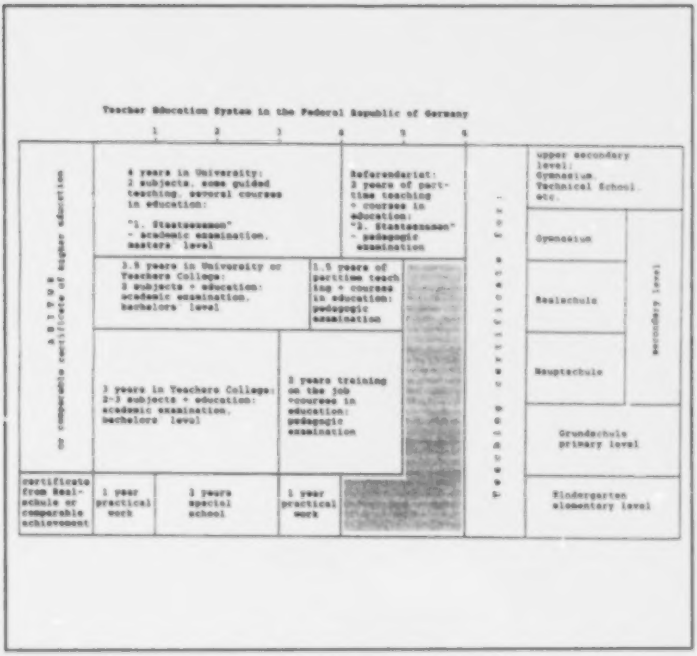


School attendance is compulsory from age 6 to 18. Only severely handicapped are exempted.

With very few exceptions schools are public, financed and supervised by the authorities of the federal states.

In some of these states there is a minority of comprehensive schools, where the vertical devisions have been abolished.

The INSET course referred to was one for science teachers of the Realschule.



Teachers on all levels (except elementary) are lifetime employees of the federal states.
INSET is recommended to individuals, but it is not compulsory.

2. DESCRIPTION OF THE COURSE

The Agent(s)

The course was a joint endeavour between the Institute for Science Education (IPN) and the federal state's (Schleswig-Holstein) institution for the in-service education of teachers (IPTS). The IPTS held the administration of the course, the IPN contributed to the scientific aspects of the theme.There were three persons involved, one full-time

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teacher trainer from IPTS, who had been a very experienced teacher himself, and two science educators from IPN.

The Participants

There were 32 teachers of physics or chemistry from the Realschule with teaching practice between 1 and 25 years. Many of them were already known as highly motivated teachers. They had all enrolled voluntarily (there is no compulsory INSET in Germany), and they had agreed in advance to engage themselves with the production of a joint product. They were exempted from school for the duration of the course.

The Conditions

The course was held on 3 x 2.5 days over a period of 1 year. As the participants came from all parts of the state, three different places were chosen for the meetings. All sessions took place in conference hostels. As these were not especially equipped for experimental work, most of that had to the improvized.
The course bore no formal award. However, as it was meant to result in a publication, it was understood to be conducive to future promotion.
All material was supplied by IPN, the board and lodging expenses were covered by IPTS.

The design of the course

"Atomic models" had been included as a compulsory item into the syllabus for secondary education in the Realschule shortly before the course was held.
The course intended to qualify the participating teachers for the topic, and to produce a booklet for the future qualification of other teachers.
It ran in three sessions of 2.5 days each, with phases of individual work inbetween

1. session: September 1977

   - theoretical information on the topic: lecture of a guest speaker (university professor), plenary discussion, group work
   - draft of teaching units on the topic and design of experiments: group work and plenary discussions

2. session: May 1978

   - exchange of intermediate experiences: plenary discussion
   - revision of teaching units and experiments: work in small groups

3. session: October 1978

   - exchange of experiences: plenary and small group discussions

   - final revision of the material and preparation for publication: group work mainly

Between these sessions the individual teachers tried out the proposed lessons and experiments in their home schools.

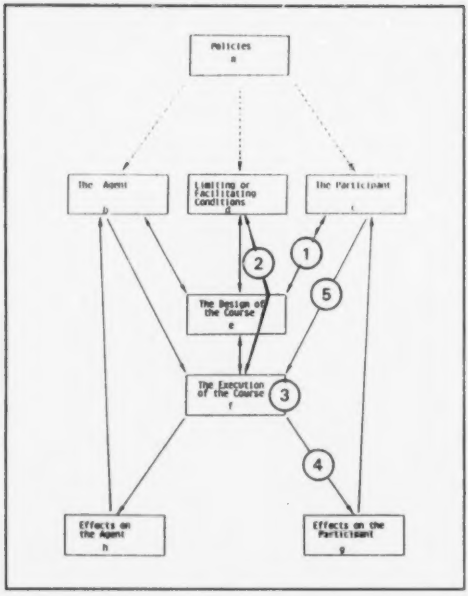
Effects on participants

6 months after the last session the booklet was published after some editorial work by the science educators. It has since often been used in the INSET of other science teachers. The interviews showed large personal gains for the participants themselves.

Effects on agent(s)

The experiences with this first course, held in consecutive phases, have led to a number of others of a similar structure.

3. EVALUATION OF THE COURSE



Quite obviously, evaluation was done mostly on the participants' side. Very likely this is the usual phenomenon, even though, if one takes Stufflebeam seriously, no less evaluation really occurs on the agent's side of the process - often unaware, however.

(1) One first evaluative step was taken during the enrollment of participants by the organizing agency. It had to be made sure that applying teachers

a - were going to teach classes, to whom the issue of "atomic models" was relevant during that school year, and

b - were willing to engage themselves to the joint labour of producing a booklet.

In fact, quite a number of applicants withdrew, as they would not meet both of these conditions.

(2) As mentioned in the description of the course, the meeting places were not equipped sufficiently for the needs of science experiments.Therefore, during the first session, the participants were asked to write down lists of material, which, according to their experience, would be necessary or helpful for the experimental parts of the future sessions.
When the trainers did the same for themselves, a comparison of these lists showed that the participants had thought up a couple of useful things, which the trainers had not had in mind.

According to those lists, the meeting places for the next two sessions were furnished. The lists were actualized with the experience of the second session. Thus a fair amount of experimentation was made possible even under these difficult circumstances.

(3) Most of the evaluation procedures took place during the meetings. Evaluation there was meant to help both participants and trainers to reflect and control their working processes, in order to make them fruitful and satisfying. Both sides were understood to be responsible fot the results of their work.

This kind of evaluation was conducted with four principles in mind:

- Self-determined evaluation of working-processes must be accepted by all participants. Techniques and instruments must allow participants to engage themselves to varying degrees.

- Evaluation procedures must be transparent to all it concerns. If they are to decide responsibly, everyone

has to be aware of the mechanisms and effects of any evaluative measure. This sort of evaluation must not be a magic wand of any group leader, to manipulate group processes to follow his intentions.

- Process evaluation must be conducted by the participants of the process. Instruments and techniques must allow each individual to initiate evaluative steps.

- Process evaluation must be effective. Participants must agree that the results of evaluative measures will lead to consequences for the group's working processes. Quite often this principle is neglected, discrediting this sort of evaluation as being trivial.

Various process-evaluation techniques have been applied during the sessions, all of them small-scale procedures with little demand for time and effort:

a) ASSOCIATON OF STIMULI

This is a technique for collecting situative data about the process with little or no interruption. This allows for immediate reaction of individuals or the group. Coloured sheets of paper are laid out, accessible for all.
Members of the group may write down in keywords or a short sentence anything they think important for the ongoing process. The sheet is circulated for anyone to add their association to the stimulus.
Thus, quite unobtrusively, all participants become aware of what is going on. This may lead to a brief discussion or to a tacit reaction of those concerned.

One stream of associations, noted during a group discussion (7 members) on the anticipated effect (on students' opinion) of an experiment, went like this:

too much theory - far too much - no, this needs to be discussed in general terms for once - this is on experiments - <u>one</u> experiment -

As 2 members had passed the sheet on without a contribution, it now reached the original sender. Less than 2 minutes had passed. She then handed the sheet to the person in favour of more theory - who agreed to be more specific for the moment, but asked for a more general discussion at a later point.

b) AIM CONTROL

During the 2 1/2 day sessions each participant kept a sheet of the below enclosed sort for permanent reflexion and individual use. The notations were not to be discussed in public, unless a person wanted that explicitly.
It was meant to help individuals to keep their aims in mind during group processes. From time to time participants were encouraged to think over their individual aims and note, what had become of them.
Most participants found this a very helpful aid, not to get lost in group mechanisms. Also it seemed to help in keeping the processes more balanced between members with different competence (or eloquence).

AIM CONTROL

My aim is....	...for myself:	...the group:	...for the topic:
At present my aim is... close			
far			
close			
My aim is now... far			
close			
My aim is now... far			
close			
My aim is now... far			

c) GROUP THERMOMETER

This was used as an instrument to periodically get an impression of the group's situation.
After each phase of work, participants were encouraged to fill out the prepared sheet by simply ticking the thermometers. All notations were collected and published on a notice-board. In some cases this led to an affirmation of the group-leaders, in some others it caused discussion and consequences.

The thermometers' headlines would be changed, depending on the situation.

1) The group worked diligently

2) I have learned something new

3) The participants had equal influence on the course

4) I became involved myself

5) The participants were able to express themselves freely

6) I felt that I too was responsible for the course

This sort of evaluation was not exempted from criticism. There was one opinion, shared by several, which one participant put into these words:

> "We are grown up scientists, and we know what we are here for - so what is this kid-stuff about?"

The majority of participants, however, when they were asked about this in the end, expressed that they had felt these procedures very helpful. As one put it:

> "I might not have dared to utter my frustration at a particular point, but when the blue sheet was passed around, this was a good opportunity."

Obviously such manifest and commonly agreed techniques of process control make it easier for individuals, to responsibly engage themselves in group processes.

(4) + (5) As the course was held in consecutive phases, the effects on participants could be inquired repeatedly. This happened in plenary or group discussions, at the beginning of the sessions, when participants exchanged their intermediate experiences.

In addition, one of the agents interviewed all participants during each of the sessions, following a prepared list of questions. These interviews took approximately 5 minutes and were held during coffee-breaks, meal-times, etc.

Some of the results of these interviews led to a public discussion and resulted in change. For example, many participants mentioned during the second session that, as they were scattered all over the state, their isolation in their home schools had hampered their efforts. To avoid this for the second phase of homework, a network for communication and occasional visits by the agents were organized.

Finally, the product of the course has to be mentioned as a source for evaluating, what had been accomplished in this particular course. It has quite often and fruitfully been used in follow-up courses for other teachers, which then, however, were of a different kind.

In the past years the in-service education of teachers (INSET) has gained importance almost everywhere, causing an increasing need for feasible evaluation procedures.

The permanent working group on INSET in the ATEE has therefore decided to initiate a collection of case studies on evaluation to provide some help from practitioners forpractitioners.

The collection allows an intimate look at colleagues' efforts for evaluation in their daily routine of the inservice education of teachers.

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